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TITLE OF THESIS A SURVEY OF COUNSELOR, STUDENT, TEACHER, ADMINISTRATOR, PARENT, and SCHOOL TRUSTEE ATTITUDES and FACTORS INFLUENCING ATTITUDES TOWARD PRESENT HIGH SCHOOL COUNSELLING SERVICES

UNIVERSITY University of Alberta, Edmonton

DEGREE FOR WHICH THESIS WAS PRESENTED Ph.D

YEAR THIS DEGREE GRANTED 1973

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DATED August 20 1973

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THE UNIVERSITY OF ALBERTA

A SURVEY OF COUNSELOR, STUDENT, TEACHER, ADMINISTRATOR, PARENT, AND SCHOOL TRUSTEE ATTITUDES AND FACTORS INFLUENCING ATTITUDES TOWARD PRESENT HIGH SCHOOL COUNSELING SERVICES

by

© BARBARA JANE MASSEY

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY
IN
COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA
FALL, 1973

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled A Survey of Counselor, Student, Teacher, Administrator, Parent, and School Trustee Attitudes and Factors Influencing Attitudes Toward Present High School Counseling Services, submitted by Barbara Jane Massey in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Counseling Psychology.

Supervisor

External Examiner

Date August, 1973

ABSTRACT

The purpose of this study was to determine what attitudes high school counselors and their various publics hold toward some of the present counseling services in their high schools. An attempt was also made to determine whether certain selected factors were significant in determining attitudes held by the various publics. In order to gain the information needed to complete the survey of attitudes, and factors which possibly influenced these attitudes, the author developed a questionnaire from new and existing instruments which was administered to six study groups.

Attitudes toward counseling services were assessed through the use of Semantic Differential Scales. Factors which may have influenced expressed attitudes were assessed through the use of a Biographical Data Form, the Current Educational Issues Scale, the Intellectualism-Pragmatism Scale, the Counselor Duties Scale and the Contact and Knowledge Questionnaire. A pilot study was conducted to assess the suitability of all instruments.

The subjects of the study were 19 school trustees, 11 administrators, 15 counselors, 155 teachers, 224 students and 243 parents associated with four high schools in two school systems (Catholic and Public) in two major cities in Alberta.

Results from the study indicated that counselors and their various publics did have different attitudes toward some of the present counseling services both in terms of counseling services provided and in terms of need or urgency of such services.

With the exception of differences according to sex, where females held a more positive attitude than did males, personal characteristics of the study groups such as age, educational level and religion did not seem to influence attitude expressed toward the counseling service.

The six study groups differed in their degree of agreement with most of the current educational issues. However, stated position on these current educational issues did not generally seem to influence attitudes expressed toward counseling services.

The study groups differed in philosophical orientation (liberal-conservative). Although philosophical orientation did not in general seem related to expressed attitudes toward counseling services, it did seem to be related to position stated on current educational issues, especially for trustees, teachers, parents, and students.

Congruency scores, which indicated the degree of consensus between preferred and existing counselor duties were very low for school trustees, teachers, students and parents. There appeared to be a relationship between congruency scores and attitude toward present counseling services for teachers, students and parents. This difference in perception of preferred and existing counselor duties, and a general lack of knowledge of what duties were being performed by the counseling services (especially for students and parents) was also reflected in the results of the analysis of the Counselor Duties Scale. These results, coupled with the general lack of counselor contact with parents, as measured by the Contact and Knowledge Questionnaire, seemed to suggest counselors must attempt to improve their communications with various publics in order that the school counselor's role may be clarified.

ACKNOWLEDGEMENTS

The writer wishes to take this opportunity to express her appreciation to the many people who have contributed their time and energy in the furtherance of this study.

The writer is especially grateful to her advisor, Dr. J. G. Paterson for his helpful guidance and counsel. The writer also wishes to thank Dr. H. Zingle for his invaluable assistance and suggestions, and Dr. Hague and Dr. Ware for their time and useful criticism. The writer is also especially grateful to Dr. John Banmen who so willingly gave of his time to be a member of my examining committee.

Gratitude is expressed to the pupils, teachers, counselors, administrators, school trustees and parents who assisted in this study by answering the questionnaires.

To my Mother, who, along with my late Father, instilled in me at an early age a love for learning, I give my sincere thanks.

The writer wishes to thank for her assistance and enthusiasm in my study, a very special friend, Dr. Joan Kirkpatrick.

A special thanks is due to the writer's husband whose scholarly advice was most helpful and whose determination that I should finish this was only equalled by mine. A special thanks to my daughter Lauralee who was very patient with Mom, and who learned to say at a very early age, "Go to the green room and do your dissertation".

B. J. M.

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CHAPTER I

INTRODUCTION AND PROBLEM

INTRODUCTION

Hatch and Steffire (1965) stated:

> The goal of education today is to provide an opportunity for each student to develop to the optimum (p. 16).

Such a goal implied to them that the educational program required a staff of well qualified specialists and that all school services should be focused on the same general educational goals. A further statement made by Hatch and Steffire suggested that the school, like all complex organizations of our culture, has found that to use personnel, facilities, and budget most effectively, it is necessary to define the major functions and assign responsibility for each phase. The education program of today has reached a complex stage in its development and, like other facets of our society, must define functions and fix responsibility.

Thus, in order for the school to function as a unit in achieving selected educational goals, the personnel or staff involved must be assigned and understand their primary roles or functions. If counselors, as part of the school personnel, are to complement in certain ways the total school program, their primary roles must be assigned and understood.

Ivey and Robin (1966), in an article which discussed role theory, role conflict and counseling, contended that roles are defined in terms of expectations held for that role and such expectations vary from one segment of society to another and are often conflicting in nature. Thus, the counselor's role has been effected by the various publics he necessarily became associated with, namely, school boards, administrators, teachers, students, parents, and other counselors.

Role definition has been a major administrative problem facing a school guidance and counseling program, and more specifically the counselor. Research studies as cited below, have indicated that many people concerned with education have agreed that the counselor is a valuable and necessary part of a school staff, yet there seemed to be a gap between counselor training and job demands.

Several studies have revealed discrepancies in the role expectations held for the school counselor. Grant (1954), Phillips (1971), and Ford and Koziey (1969), have investigated the counselor's perception of his own role. The counselor's role as seen by professional educators, administrators, teachers, and students has been investigated by Ford and Koziey (1969), Hart and Prince (1970), Dunlop (1965), Gibson (1962), Warman (1960), and Rankine and Angus (1972). These investigations, it may be noted, were all within school studies, and focused on the counselor's role as perceived by groups of people who operated within, or who were professionally associated with schools.

A review of the literature indicated little research has been focused on ways in which the lay public, namely parents, and the people elected to represent parents, namely school boards, viewed the school counselor. As Bergstein and Grant (1961) have stated, "There is a paucity of information on how parents perceive the school counselor

(p. 698)." In a later article (1965) Bergstein suggested, "The importance of parents in shaping the opinions, attitudes, and behavior of their children is seldom disputed (p. 243)." Thus he believed parents' attitudes and behavior had a strong influence on how effective a counselor could be in working with students.

Despite the growing awareness of how influential parents were in shaping the role of the counselor only a few studies such as Bergstein and Grant (1961), Bergstein (1965), Sware (1969), and Boyle (1971), have investigated parental opinion. To the author's knowledge, no research has been directed at securing the perception that school board trustees held for the school counselor.

Downey (1960), Andrews (1959), and McPhee (1959) investigated public attitudes to determine what the public felt the tasks of the schools should be, and what the public attitude was toward the school in terms of local school approval. In these studies personal characteristics such as level of education, income, type of employment, religion, values, and educational viewpoint were found to influence that which people felt were the tasks of the schools and also the degree to which they approved of the schools.

Rubin (1970) stated that the ideological conflict between the professional educator and the public not only was more pronounced than ever before, but was likely to become worse in the future. Students, he felt, were more satisfied with the course of their schooling, whereas the general citizenry neither valued the expertise nor had much faith in the ability of educators to manage the education of the young properly. Manning (1970), on the other hand, reported that many high school students were unhappy with their schooling experiences mainly because of rules and courses which they considered unrelated to their lives or needs.

Our rapidly changing society has compounded such controversies over educational practices, past and present. According to Fischer (1972),

> We are in the beginning stages of a sweeping redefinition of the purposes and functions of education in our society. Before the task is finished, we shall have to reconsider not only the nature and operation of existing institutions but also the entire question of how multiple means of education, old and new can best be used to liberate the possibilities of individuals and to enhance the scope and meaning of human life (p. 22).

The kinds of public school critics exposed by Fischer ranged from those who merely wanted better schools for their children in terms of more humane (less dictatorial) treatment of children and for curricula that reflected the nature of children and of the world they inhabit; to extreme radicals who called for complete abolition of schools and the total deschooling of society. Because the school counselor has been a member of a total team of school personnel, sharing the basic goals of the school and sharing in the many changes that take place in education, the author believed that an investigation of the educational viewpoint of the counselor and his publics would be worthwhile.

The literature cited above has indicated that many studies have been conducted in an attempt to clarify the role of the counselor. Despite these studies there appeared to be no clear consensus of what the role of the counselor should be, or of how well the counselor felt he has met the needs of society, or of how well the counselors' publics felt the counselor has met their needs. The author believed a survey of the attitudes of the counselor and the counselors' various publics toward the high school counseling services and an investigation of factors which may influence these attitudes, would contribute to the development of role theory in counseling. Such a survey seemed valuable if the counseling profession is to continue to develop or persist.

Peters (1967), in stressing the importance of knowing the various publics' attitudes toward counseling services, and in stressing the need for developing a positive attitude toward counseling among the counselors' various publics, quoted Lincoln who once said, "Public sentiment is everything. With public sentiment nothing can fail, without it nothing can succeed (p. 1)."

PURPOSE OF THE STUDY

The main purpose of this study was to determine what attitudes the high school counselors and their various publics held toward some of the present counseling services in their high schools. An attempt was also made to determine whether certain selected factors were significant in determining the attitudes held toward the counseling services.

For the purposes of this study the counselors' various publics included counselors, students, teachers, administrators, parents, and school trustees.

In order to gain the information needed to complete the survey of attitudes, and factors which possibly influenced these attitudes, the author developed a questionnaire containing new and existing instruments which was administered to the six study groups.

Previous studies, such as those cited in the preceding section, which explored the relationship which existed between the counselor and other significant groups generally examined the relationship between the counselor and one or two of the other groups (e.g., counselor and student; counselor, administrator, and teacher; student, teacher, and administrator, etc.). In an attempt to obtain a broader perspective of the attitudes held by the various publics or significant alter groups the author examined the attitudes of the above named six groups.

Although the instrument for the measurement of attitude will be discussed in a later chapter, one may note here that scores obtained on the attitude scale were an indication of how well the counseling program was being carried out and how urgent the need was for a counseling service. The measurement of attitude then became the means of assessing the effectiveness and urgency of the counselor's role.

In attempting to determine whether certain factors influenced the attitudes held toward the counseling services the author chose to investigate five areas. These areas were: personal characteristics, educational viewpoint on current issues in education, philosophical orientation, perception of preferred and existing duties of a high school counselor, and the amount and kinds of contact the counselors' publics had with special services in the high school - in particular with the counselor.

Because previous studies such as Andrews (1959), Downey (1960), McPhee (1959), and Sware (1969), indicated that personal characteristics such as age, level of education, and socio-economic status, etc., influenced the attitudes held by significant alter groups the author wished to examine these characteristics in the six groups studied.

McPhee (1959) found that a relationship existed between educational viewpoint (traditional vs. modern) and local school approval. The author wished to determine if a relationship existed between educational viewpoint on current issues in education and approval of counseling services.

Research studies such as those conducted by Ford and Koziey (1959), Massey (1969), Dunlop (1965), and Rankine and Angus (1972) have shown that perceptions of the duties of the high school counselor differed among various segments of the population. In the present study perceptions of the duties of the counselor were examined in terms of preferred duties and existing duties. Preferred duties were those duties which the various groups studied believed a counselor should perform and existing duties were duties which the various groups studied felt the counselor actually was performing.

Professional associations such as the National Vocational Guidance Association and the Guidance Council of the Alberta Teachers' Association have, in their recent literature recognized the fact that the public in general, and especially parents, were becoming more concerned with what was going on in the schools. Studies focused on parental contact with the counselor have indicated a general lack of contact. In attempting to determine if the amount and kind of contact and knowledge of presently existing special services influenced attitudes the author attempted to determine if the counselors' publics were aware of the special services and in particular the counseling services that were available in the high schools.

It was believed that an investigation of how these five factors (personal characteristics, educational viewpoint on current issues, philosophical orientation, perception of counselor duties, amount and kind of contact, and knowledge of existing special services) influenced attitudes toward the counseling services would be useful in assisting counselors to better understand role expectations held for them and help to clarify some areas of conflict in role definition.

BASIC ASSUMPTIONS

In attempting this study the following basic assumptions were made:

1. That attitude can be measured.

Thurstone, in a book on attitude theory and measurement by Fishbein (1967), stated:

> The concept "attitude" will be used to denote the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic. The concept "opinion" will mean a verbal expression of attitude (p. 77).

He further suggested that opinion has interest only insofar as we interpret it as a symbol of attitude and it is therefore something about attitudes that we want to measure. Opinion thus becomes the means for measuring attitudes.

Because we have no way of knowing whether a man will necessarily act in accordance with opinions he endorses or whether a man's expressed opinions will be in accordance with his actions we must remain content to use opinions merely as indices of attitude. It must be recognized that there is a discrepancy, some error of measurement between the opinion or overt action that we use as an index and the attitude that we infer from such an index. Thus Thurstone suggested, "But this discrepancy between the index and 'truth' is universal (p. 78)." In attempting to reduce error of measurement Thurstone suggested that an attitude scale be used only in those situations in which one may reasonably expect people to tell the truth about their convictions or opinions. The author felt the conditions of her study provided such a situation.

2. That factors which may influence attitudes could be measured by means of opinion type questionnaires. The above rationale would also seem to apply here.

3. That assessment of counselor and counselor public attitudes should assist in the clarification of counselor role.

DEFINITION OF TERMS

Attitude

In defining attitude the author reviewed the work of several leading authorities in the field of attitude theory and measurement.

Thurstone's position on attitude measurement has been cited above in the basic assumptions. Definitions of attitude provided by Rokeach (1968), Allport (1967), and Osgood, Suci and Tannenbaum (1958) will be considered here.

Rokeach (1968) stated that:

> An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner (p. 112).

He goes on to suggest that an attitude is not a basic irreducible element within the personality, but represents a cluster or syndrome of two or more interrelated elements. These elements are underlying beliefs. A belief, according to Rokeach (1968) is defined as:

> A belief is any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase 'I believe that . . . .' The content of a belief may describe the object of belief as true or false, correct or incorrect; evaluate it as good or bad; or advocate a certain course of action or a certain state of existence as desirable or undesirable (p. 113).

According to Rokeach whether or not the content of a belief is to describe, evaluate, or exhort, all beliefs are predispositions to action, and an attitude is thus a set of interrelated predispositions to action organized around an object or situation.

Attitude and belief are also to be differentiated from values and opinions. Rokeach (1968) thus stated:

> I consider a value to be a type of belief, centrally located within one's total belief system, about how one ought or ought not to behave, or about some end-state of existence worth or not worth attaining. Values are thus abstract ideals, positive or negative, not tied to any specific attitude object or situation, representing a person's beliefs about ideal modes

> of conduct and ideal terminal goals . . . . A person's values, like all beliefs, may be consciously conceived or unconsciously held, and must be inferred from what a person says or does (p. 124).

In commenting on opinion Rokeach (1968) stated:

> An opinion is here defined as a verbal expression of some belief, attitude, or value. An opinion typically represents a public belief, attitude, or value, but may come closer to private ones when verbally expressed under increasing conditions of privacy (p. 125).

Allport (1967) defines attitude in the following manner:

> An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. An attitude characteristically provokes behavior that is acquisitive or avertive, favorable or unfavorable, affirmative or negative toward the object or class of objects with which it is related (p. 8).

In discussing attitude, Osgood, Suci, and Tennenbaum (1959) stated:

> Most authorities are agreed that attitudes are learned and implicit - they are inferred states of the organism that are presumably acquired in much the same manner that other such internal learned activity is acquired. Further, they are predispositions to respond, but are distinguished from other such states of readiness in that they predispose toward an evaluative response (p. 189).

Thus to these authors attitudes are referred to as tendencies of approach or avoidance, or as favorable or unfavorable. This notion they feel is related to another shared view, namely that attitudes can be ascribed to some basic bipolar continuum with a neutral or zero reference point, implying that they have both direction and intensity and providing a basis for the quantitative indexing of attitudes. Or to use a somewhat different nomenclature, they state: "attitudes are implicit processes having reciprocally antagonistic properties and varying in intensity (p. 190)."

Despite the differences in wording of the definitions of attitude given by these authors there seems to be two elements common to all their definitions. To all authors, attitude denotes a predisposition to respond and to respond in some evaluative manner. In defining attitude for the purpose of this study the author has drawn from the definitions of Thurstone, Rokeach, Allport, Osgood, Suci, and Tannenbaum, but has perhaps drawn most heavily from Osgood, Suci, and Tannenbaum.

For the purpose of this study attitude will be defined as predispositions, conditioned by experience to respond, but are distinguished from other such states of readiness in that they predispose toward an evaluative response.

Current Educational Issues

For the purposes of this study current educational issues will be defined as those educational issues most prevalent in educational literature, and the press and news media in the province of Alberta in the twelve months preceding the initiation of this study.

Intellectual - Pragmatist

For the purposes of this study an intellectual (liberal) will be defined as an individual whose attitudes display an interest in abstract ideas, general culture, open-mindedness and a belief that education is for enrichment.

For the purposes of this study a pragmatic (conservative) individual will be defined as one whose attitudes display an interest in concrete ideas, in the practical consequences of actions, closed-mindedness and a belief that the purpose of higher education should be for the development of useful skills.

Counselor Duties - Preferred and Existing

For the purposes of this study preferred counselor duties will be defined as those duties or functions which the counselors and their various publics believe to be the professional duties of high school counselors.

Existing counselor duties will be defined as those duties which the counselors and their various publics believe are the duties or functions that are actually being performed by high school counselors.

SUMMARY

A survey of some of the literature in counseling and education led the author to believe there was a need for further research in the area of counselor effectiveness and counselor role. It was the purpose of this study to explore public attitudes toward present high school counseling services and to explore certain factors considered to be related to these attitudes. It was postulated that if these factors were found relevant to expressed attitude toward present counseling services there would be implications for clarification of areas of conflict in role definition.

The need for the establishment of a satisfactory and acceptable role definition for counselors was made clear by Ralf Berdie. Berdie (1972), in viewing counseling as a profession of the 20th century, and thus a rather new process in education, questioned the survival of counseling. This young profession he felt has failed to incorporate itself into the fabric of society or to demonstrate that it has satisfied basic and continuing needs of individuals.

OVERVIEW OF REMAINDER OF STUDY

In the following chapters attention will be devoted to: a review of the literature in counseling - theoretical background of the study and related research pertaining to public attitudes towards counseling and education; the development of the instruments composing the questionnaires to be administered to the six groups, reliability and validity of the instruments based on pilot study data; application of the questionnaires in four Alberta high schools; findings and conclusions; and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

Clark (1970) stated:

> We must look to the counseling profession for leadership in meeting many of the current social problems that post a disruptive influence to our educational system (p. 5).

In order for this to happen he believed there must be built within our schools a sense of community, so that teachers, pupils, administrators, and parents alike all feel they are partners striving for the same goal and not warring factions with nothing more than their own ends in mind.

Research (Boyle, 1971; Dunlop, 1965; Ford and Koziey, 1969; Sware, 1969) in the area of counselor role assessment has indicated that in general the counselor has been viewed as a necessary part of the school staff; however, there has been much disagreement among students, teachers, parents, and administrators concerning the effectiveness of the counselor's role in certain areas. In view of this, there was an obvious need for further investigation of the counselor's role in order to identify more specifically where and perhaps why major differences of opinion existed. That these differences were apparent and that conflicts have arisen regarding the role of the counselor has been indicated in all types of research.

THEORETICAL BACKGROUND

Role Theory

In spite of the great number of studies that have investigated the role of the counselor, together with expectancies of his publics - students, teachers, administrators, and so forth - role theory has not been seriously discussed in the counseling literature. Bentley (1965) stated that the relationship between the use of the concept of role and role theory in counseling has been slight if not nonexistent.

Perhaps some of the confusion regarding the definition of role and the use of role theory as a theoretical base for the study of counseling lies in the inability of theorists to agree on a common terminology. Newcomb, in his 'foreward' to a book by Biddle and Thomas (1966) suggested, "of definitions of role . . . there seems to be no end."

Biddle and Thomas (1966), recognizing that much confusion exists in present analysis of role theory, have attempted to establish what they feel is unique to role theory.

Thus Biddle and Thomas (1966) stated:

> Role theory is a new field of study; and although it has not yet been widely recognized, it shares with more mature fields of behavioral science the fact that it possesses an identifiable domain of study, perspective, and language; and that it has a body of knowledge, some rudiments of theory, and characteristic methods of inquiry.
>
> The field apparently has chosen as its domain of study nothing more nor less than complex, real-life behavior as it is displayed in genuine on-going social situations. Role analysts examine such problems as the process and phases of socialization, interdependences among individuals, the characteristics and organization of social

> positions, process of conformity and sanctioning, specialization of performance and the division of labor, and many others.
>
> Another identifiable characteristic of the field is its perspective, i.e., its particular viewpoint regarding the determinants of complex, real-life behavior. This perspective, in brief is a limited, social determinism that ascribes much, but rarely all, of the variance of real-life behavior to the operation of immediate or past external influences. Such influences include the prescriptive framework of demands and rules, the behavior of others as it facilitates or hinders and rewards or punishes the person, the positions of which the person is a member, and the individual's own understanding of, and reactions to, these factors. (p. 17).

Despite Biddle and Thomas' attempts to come to grips with what actually constitutes role theory, they admit that the terminology used in role theory is as yet incomplete and imprecise.

The result of this confusion in agreeing on terminology has been monumental. Thus Neiman and Hughes (1951) stated that in reference to counseling and guidance:

> The concept role is at present still rather vague, nebulous, and nondefinitive. Frequently in the literature the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible consensus . . . . (p. 149).

Ivey and Robin (1966) suggested:

> The concept of role and its accompanying formulations such as position, norm and expectations are frequently used in different ways. Many writers in counseling seem to have resolved this problem by referring to the word 'role', implicitly trusting that readers will be in consensus with them as to definition of the term (p. 29).

The author has attempted to discuss role theory as it may be applied to counseling and define the terminology as used and related to her study.

Definition of Role

The school, including its professional personnel, is one of the main institutions which was designed to fulfill the needs of society. Thus any individual who occupies a position in the school takes upon himself the particular rights and duties of that position. The behaviors or duties which are associated with a particular position are known as roles.

In his discussion of role theory Sarbin (1954) stated:

> Roles are defined by the person to validate his occupancy of the position. In sum, all societies are organized around positions and the persons who occupy these positions perform specialized actions or roles. These roles are linked with the positions and not with the person who is temporarily occupying the position (p. 244).

Gross, Mason and MacEachern (1958) suggested, "Roles are sets of norms or expectations of behavior that are assigned by significant others to a specific position (p. 12)."

Gross, Mason, and MacEachern examined three possible categories which they felt were representative of major role formulations in the social sciences literature into which definitions of the term role might be placed.

First, they discussed Linton's definition of role which equates role or defines it in terms of including normative culture patterns.

Secondly, they stated that in some definitions, such as those of Sargent and Parsons, a role is treated as an individual's definition of his situation with reference to his and others' social positions.

In a third category they placed definitions of Davis, Slater, and Parsons which dealt with role as the behavior of actors occupying social positions. A role defined in this way does not refer to normative patterns for what actors should do, nor to an actor's orientation to his situation but to what actors actually do as position occupants.

Although these three types of definitions have some fundamental differences most of the authors they felt were concerned with the same phenomena. Thus Gross, Mason, and MacEachern (1958) stated:

> Three basic ideas which appear in most of the conceptualizations considered, if not in the definitions of role themselves, are that individuals (1) in social locations (2) behave (3) with reference to expectations (p. 17).

That is, all the authors have used the role concept to embrace the normative element of social behavior in that people do not behave in a random manner; their behavior is influenced to some extent by their own expectations and those of others in the group or society in which they are participants.

For the purpose of this study Bentley's (1968) definition of role seemed quite appropriate. His definition states, "role is defined as an inclusive term consisting of role performance, role expectations, role conceptions, and role acceptance (p. 74)."

Role expectations, according to Bentley, are located in the social system. They are the rules of the game and are what is expected of a person occupying a certain position in the social system. Or as Sarbin (1954) stated, a position if described in terms of actions expected of the occupant of the position.

Sarbin and Allen (1968) defined role expectations as:

> Role expectations, then, are collections of cognitions - beliefs, subjective probabilities, and elements of knowledge - which specify in relation to complementary

> roles the rights and duties, the appropriate conduct, for persons occupying a particular position (p. 498).

To these authors, role expectations can be assessed. Thus Sarbin and Allen (1968) stated:

> To assess role expectations we have recourse to the same techniques that are used to measure cognitive structures in general: self reports, such as questionnaires and interviews, or inferences from overt behavior (p. 500).

Sarbin and Allen, in discussing clarity of role expectations in terms of role theory, suggested that to the extent that role expectations for an individual occupying a position are unclear and ambiguous, behavior will be less readily predictable, resulting in ineffective and dissatisfying social interaction. If role expectations are unclear the individual does not know what role enactments are appropriate and thus cannot forecast the complementary conduct of other interactants.

Sarbin and Allen (1968) define clarity of role expectations "as the difference between the optimal amount of information needed about role expectations and the amount actually available to a person (p. 503)."

These authors suggest three main causes of unclarity in role expectations. First, they suggested that role expectations held by specific other persons or by society in general, for a certain position may be uncertain, vague, or indefinite. Second, expectations held by one subgroup of persons may be clear, but contradict the clear expectations held by other subgroups. Third, role expectations held by other persons may be clear, but the role performer himself may distort the expectations received from others, or misunderstand them in some way.

Bentley (1968) has suggested that there are two general kinds of expectations, namely the actions expected of the occupant of a position - his obligations or duties - and the actions he expects to be able to perform - his rights. Role expectations are extremely important to role enactment, in that an individual cannot enact a role for which he lacks an awareness of the necessary role expectations. Whether or not he has learned the proper role expectations is determined, in part, by others outside himself. Thus, to the extent that any act of a counselor conformed to the expectations held by an observer or his publics, the counselor has been judged as being competent by his various publics. Role conflicts have arisen when the actions of a counselor differed appreciably from the role expectations held by significant others.

According to Bentley, individuals coming to a particular position bring with them certain internalized expectations of how they are to perform their role. These internalized expectations have been termed role conceptions. The conceptions a counselor has of the way he should perform as a counselor as communicated to him in his training may or may not correspond with the generalized set of expectations held by others. Dunlop (1965) stated:

> While the counselor's particular training and experience perhaps best qualify him to determine the appropriateness of numerous activities available to him, the boundaries within which he will be able to perform his services are affected by many forces not under his control, and perhaps not sympathetic or even in contradiction to the expectancies the counselor holds for himself (p. 1024).

Role acceptance, according to Bentley, is a term used to describe the extent to which occupants of positions accept the way their activities have been defined by others and conceived by themselves. When inconsistencies have arisen between self and others' expectancies of the duties of a counselor, the counselor has been faced with two alternatives. Knapp and Denny (1961) have suggested that in such a situation, the counselor himself must work out the conflicts and constantly strive for the refinement of responsibilities which will give meaning and direction to his activities.

Bentley suggested role performance, the way a person acts or his actual role behavior is related to role expectations, role conceptions, and role acceptance. These four concepts are all interdependent and all form part of the generalized concept of counselor role.

Haettenschwiller (1970), having recognized all the interdependencies involved in any given role definition, has indicated that the understanding of counselor's role performance must be viewed in terms of organizational pressures and control systems. He stated:

> While the role of the counselor has been a perennial topic of academic speculation, seldom has there been a comprehensive examination of why and how the on-the-job role performance differs from the professional definition (p. 437).

He contended that from an organizational point of view, many forces are at work in determining the counselor's role. In any organization, an interdependence has existed among all roles and members of an organization have needed to exercise some control over one another's role performance; that is, the role performance of one member will have implications for that of another. This interdependence has always existed between the focal person - the counselor - and members of his role set - principal, teacher, parent, student, and counselor educator.

Within any system such as the school are different tasks and subsystems among which are the counseling and guidance department. The organizational tasks can be ordered in terms of the primary task, the task that the organization must perform if it is to survive. The primary task gives rise to the interdependence among the activities of the organization's members, and, in turn, a parallel interdependence comes to exist among the rewards each receives. Through these rewards, then, control is exercised over the role enactment of each member of the organization. Rewards have become known as positive and negative sanctions. Positive sanctions include such things as praise, new facilities, and agreement by members of the role set. Negative sanctions include restricting the performance of professional duties or prescribing nonprofessional duties, refusal to cooperate in the enactment of the professional role, or negative criticism.

According to Haettenschwiller (1970), the member of the role set who has greatest power of sanction over the counselor's role is the school principal or administrator. This has often posed a problem in that while the principal is in a position to control sanctions he may lack the qualifications or knowledge for professionally prescribing the role. It is the counselor educator who is responsible for communicating the professional demands of the role, yet he lacks the control of sanctions for ensuring that the performance of the role is satisfactory. The fact that the counselor has needed to rely on the principal for positive role sanctions has had subtle effects in that the counselor has generally complied with many nonprofessional (those which would not necessarily be sanctioned by the counselor educator) demands to be assured the freedom to enact his professional role in other areas of concern.

Stubbins (1970), commenting on the politics of counseling, agreed with Haettenschwiller that the career of the counselor has been influenced by the bureaucratic structure of his institution. At present, counselors, like teachers, are caught up in an organizational model, and being at the bottom level of the hierarchy, they are often expected to carry out technical methods and policies about which they are rarely consulted. This ignores the creative nature of counseling and the fact that these people are professionally trained. However, Stubbins does stress the very important fact that the interests of administrators and counselors have never necessarily been in conflict, but this area has been neglected to the detriment of both groups.

Bentley (1968) also discussed areas of concern in the clarification of professional functions of, and services for which counselors are qualified. He too stressed the fact that counselors are not powerful enough, because of low status and disorganization, to impose their definition on others. More important than this, however, he felt, was the fact that counselors themselves cannot agree upon those duties they should perform and the way in which they should be performed. These factors have resulted in the counselors failing to define his role adequately to other professionals with whom he works, to the general public, and to clients themselves.

According to Haettenschwiller (1970) parents apply positive or negative sanctions to the counselor via the principal. The counselor may have anticipated expectations of certain parents and may have modified his role performance to avoid negative criticism via the principal. Thus, the counselor has allowed these members of the role set to prescribe his role. It may also be noted that how parents apply such pressure is related to their socioeconomic status.

The student, as one member of the counselor's role set, also has power. The kind of feedback a counselor receives from his client lets the counselor know if he is performing his role to the satisfaction of the student. Unfortunately, when some students sense they are the source of rewards to the counselor they may use such power to secure preferential treatment. This role calculation can control the counselor's role performance.

Teachers may not understand fully what the counselor does because often many of his activities are not clearly observable. Thus they may wish to prescribe his role so that it will not threaten their own need-reward system. Consequently, some teachers have often attempted to restrict the counselor to the observable, noncounseling activities of placement, appraisal, dissemination of educational and occupational information and follow-up. They may show little support for his counseling function, sometimes openly discrediting it to students and others. In this respect teachers possess power when they refuse to be sources of reward to the counselor and instead deny the value of his services.

Thus, when viewed from Haettenschwiller's organizational point of view, many forces impinge upon the counselor in the determination of his role. The counselor needs more power and autonomy if he is to establish his role. It has been suggested by Haetenschwiller that in order to gain the power needed, the initial pooling and concentration of power in the hands of concerned, action-oriented counselors is required. This, however, may not be enough and supplementary sources of power available in the counselor-educational departments must be tapped in the organizational implementation of the counselor's professional role.

Despite the fact that there seems to be confusion in defining the role of the school counselor several authorities in the field of counseling have attempted to set forth definitions of the counselor's role. Definitions of the role of the school counselor set forth by these authorities are outlined below.

The American School Counselor Association Proposed Statement of Policy for Secondary School Counselors (1964), referred to the school counselor as follows:

> School counselor is a term used in this policy statement to designate a counselor working in a secondary school setting concerned with and accepting a responsibility for assisting all pupils, and having as his major concern the developmental needs and problems of youth. Counseling is perceived as involving a dynamic relationship between counselor and counselee, and thus the school counselor accepts the responsibility of involving himself in the lives of pupils with clear and humble knowledge of the implications.
>
> School counseling is one of several pupil personnel services, and the school counselor works within a pupil personnel framework. School counselors have much in common with counselors in non-school settings and with other pupil personnel and instructional staff members. However, significant differences do exist between school counselors and each of these groups in regard to the nature of professional responsibilities, competencies, and preparation. The school counselor claims professional identify in the fields of counseling and education.

> He is an integral part of the school staff, offering both special and general services from the counseling profession (p. 2).

Arbuckle (1961) viewed counseling as:

> . . . a process which takes place because of the relationship between two people. It is the uniqueness of this relationship which helps the individual called the client begin to see things that he never saw before, to realize the strengths that he never knew he had, so that he can see and accept the unpleasant, and begin gradually to see a new and brighter world (p. 139).

"Counseling is an interactive process conjoining the counselee, who needs assistance and the counselor who is trained and educated to give this assistance," according to Perez (p. 15).

Wrenn (1962) described the counselor's role in terms of both generalist and specialist.

> The counselor is a generalist in the sense of his being widely available to the total school population and attempting to possess some knowledge of the total school program . . . . The counselor is a specialist in his specific knowledge of the student and in his ability to relate himself effectively to the student in both individual and group situations (p. 140).

The American Personnel and Guidance Association (1965) statement of policy concerning the role of the counselor is as follows:

> Counselor Role. Important aspects of the role of persons who are known professionally as counselors include the following:
>
> 1. The major responsibility of the counselor is to assist an individual through the counseling relationship to utilize his own resources and his environmental opportunities in the process of self-understanding, planning, decision-making, and coping with problems relative to his developmental needs and to his vocational and educational activities.
>
> 2. The counselor also engages in related activities. For example, he makes effective use of the service of other professional personnel through referrals and consultation.

> He works with other persons in employment environment in a manner which facilitates the achievement of desirable objectives for the benefit of the counselee. He may perform additional services for which he has the necessary preparation and the nature of which is such that they are logically his professional responsibility within the setting in which he works. However, he should not be expected to perform tasks which are inconsistent with his professional role as a counselor, or which are inappropriate for the social institution for which he works.
>
> 3. In all of his professional activities, the counselor maintains a high level of ethical practice in accordance with the Code of Ethics of the American Personnel and Guidance Association.
>
> 4. The counselor expects that in the employment setting in which he works, conditions will be maintained which will enable him to work in a professional level, time to perform the counseling function, and adequate facilities (p. 78).

The American School Counselor Association (1964) has proposed in a policy statement the following professional responsibilities of the secondary school counselor.

> The school counselor assumes a variety of responsibilities or roles within the context of educational systems. These can be viewed from several perspectives, and consequently can be stated in various terms. The membership of the American School Counselor Association presumes that the professional identity of a school counselor must derive from the unique social service which it is his role to perform within the context of educational purpose and structure. Therefore, the perspective used here in outlining the school counselor's various roles is that of the pupil needs which he serves. Some of these needs involve direct services to the pupil, while others are met by services provided to teachers, parents, and the general community. The school counselor has the responsibility to -
>
> 1. Assist each pupil to meet the need to understand himself in relation to the social and psychological world in which he lives. This implies helping each pupil to understand his aptitudes, interests, attitudes, abilities, opportunities of self-fulfillment, and the interrelationships among these.

2. Assist each pupil to meet the need of accepting (defined as being able to behave consistent with) his aptitudes, interests, attitudes, abilities, and opportunities for self-fulfillment.

3. Assist each pupil to meet the need to develop personal decision-making competency. Included is responsibility of assuring that the pupil's opportunities for self-understanding and self-fulfillment are not restricted by the group considered and processes inherent in schools.

4. Assist all members of the school staff to understand the importance of the individual pupil and to provide information, material, and consultative assistance aimed at supporting their efforts to understand pupils.

5. Determine the influence of the school program on pupil educational and psycho-social development, and to convey such information to other staff members.

6. Inform other staff members of significant changes in the school and non-school environments which have implications for instruction, the psycho-social well-being of pupils, and to participate in related program development.

7. Assist parents to understand the developmental progress of their child, his needs, and environmental opportunities, for purposes of increasing their ability to contribute to their child's development.

8. Interpret to the community the importance of consideration for the individual and the contribution of the school counseling program to that end.

9. Promote in the community non-school opportunities necessary for pupil development.

10. Use and/or promote community resources designed to meet unusual or extreme needs of pupils which are beyond the responsibility of the school (p. 2).

RELATED RESEARCH

Studies of Public Attitudes

Research investigating public attitudes toward education in general has indicated that attitudes and expectations vary among different segments of a population.

Andrews (1959), in studying the public attitudes toward the tasks of Alberta schools, found most disagreement when comparing attitudes of people with different educational levels. Although groups studied differed on emphasis to be placed on certain tasks a general conclusion reached was that the tasks of most importance both in practice in the schools and as desired by all groups was what might be described as basic intellectual tasks. These were clearly predominant over the personal, social, societal, cultural, and vocational tasks.

When Downey (1960), studied the tasks of public education in the Chicago area, he found that people in residential suburbs tended to emphasize the aesthetic and the intellectual. People in the residential centre emphasized home-making and "fix-it-yourself" training, and the rural community attached greater importance to physical and consumer training. Occupation and level of education were found to be the best predictors of educational viewpoint.

McPhee (1959), in studying individual values, educational viewpoint, and local school approval, reported that respondents with modern educational viewpoint were higher in approval of local schools than were those with traditional educational viewpoints. Respondents whose educational viewpoints were closest to the educational viewpoints of the superintendents were also higher in school approval. Level of income, and level of schooling were associated with modern educational viewpoint.

Factors such as age, occupational status, amount of education, and extent of contact with the public schools, although subject to certain qualifications and limitations were found to influence the amount of criticism given to public schools in a study conducted by Shipton and Belisle (1956).

Block and Yuker (1965) administered to college students the I-P scale which was developed to measure a continuum rating of intellectual (liberal) versus pragmatic (conservative) attitudes. They reported that intellectualism was associated with a progressive attitude toward education. In this study it was also found that intellectualism scores were negatively correlated with a number of measures of prejudice, authoritarianism, ethno-centrism, and patriotism. Most persons scoring high on measures of prejudice, authoritarianism, patriotism, etc., tended to be rather limited in their outlook; they tended to be tied to the practical world of here and now; they were very much concerned with the practical consequences of actions; they were oriented toward doing rather than thinking; they tended to be afraid of new ideas and abstract ideas; and they tended not to be interested in abstract ideas or cultural pursuits. All of these characteristics go to make up the nonintellectual and all of them are related to items included in the I-P scale.

A study conducted by Hines and Grobman (1957) which evaluated what parents thought of schools and what they knew about them reported that two factors, physical distance and social distance, were major determinants in acceptance of the school. As the physical distance between home and school increased, the feeling for the school deteriorated. The lack of positive feeling towards schools was shared by those parents with low economic and educational backgrounds. Because of their social distance from the school community and their unfamiliarity with the school and its status figures, they had little actual contact with the school. Conversely, among upper income and education school-patron groups, there were higher expectations for, and degrees of acceptance of, the school. According to the authors, various group dynamics experiments have indicated that the greater the number of interactions between members of a group, the greater the degree of acceptance. It was, therefore, perfectly understandable in their study, that low-status persons who rarely came in contact with the school and its personnel, did not accept the school to any considerable degree; whereas the high status groups who interacted more frequently with the school were more sympathetic to it.

A further major finding of Hines and Grobman was that parents in general knew very little about basic questions concerning the education of their youth. They did not know such basic things as the underlying philosophy of the school, if there were programs for mental and physical health, if there was provision for exceptional children, and whether the curriculum was standardized or variable and why. The recommendation of this study was that remedial steps must be taken in terms of parental involvement in school activities to bridge the distance gap and help make parents more knowledgeable about fundamentals of the school system.

Meehan (1971) studied the feelings and opinions of over 1300 Kansas City parents who had just experienced certain educational changes introduced in their schools. Parents expressed approval and support for new programs which included team teaching, differentiated staffing, open concept classrooms, mixed-age groupings and a wide range of supportive services.

The Fourth Annual Gallup Poll of Public Attitudes Toward Education (1972), discussed several current issues in education which were relevant to this study. The Gallup polls on education are an annual series designed to measure and record the attitude of American citizens toward their public schools. The surveys have been established as a major source of information concerning the status and trends of opinion about significant school questions. The sample for this survey was composed of 1614 adults (18 years and older) and interviewing was conducted in every area of the country and in all types of communities in the United States. A separate survey was undertaken to learn the views of professional educators. This sample was composed of 270 educators (teachers, assistant principals, principals, administrators, and superintendents). These persons were also interviewed in every area of the country and in all types of communities. These communities, taken together, were felt to represent a true microcosm of the nation. Questions included in the sample questionnaire were selected after many pretests were conducted and all information was gathered by personal interviewing.

In this Gallup Poll when the public was asked what the major problems were confronting the public schools, lack of discipline ranked number one out of the nine major problems mentioned. For one year, 1971, it dropped to third place in the list, however, in 1972 discipline was restored to the top position held in earlier years. Professional educators ranked discipline as third in terms of major problems mentioned. Further evidence of the public's desire for stricter school policies bearing on discipline was revealed by their response to the question of whether or not the local students had too many rights and privileges. Forty-one percent of the public felt students had too many privileges.

An interesting fact revealed was that the problem involving use of dope and drugs had dropped from fifth place in 1971 to ninth place in 1972. Parents' lack of interest, lack of proper facilities, and poor curriculum occupied the sixth, seventh and eighth positions in terms of major problems. These problems were ranked fourth, eighth, and sixth by professional educators.

When the public was asked the reasons why they wanted their children to get an education the first three listed with percentage of votes were: to get better jobs (44%), to get along better with people at all levels of society (43%), and to make more money - achieve financial success (38%). These responses indicated that the public thought of education largely in a pragmatic way. People emphasized material goals at the expense of intellectual and artistic development.

Respondents were given nine possible programs for reaching educational goals and were asked to rate them. In relation to junior and senior high schools the top three programs chosen were: teaching students to respect law and authority, teaching students how to solve problems and think for themselves, and teaching students vocational skills. Teaching students the skills of reading, writing, and arithmetic ranked seventh at the high school level but ranked first at the elementary level.

The consensus of opinion among the citizens of who should be blamed when a child did poorly in school was that the child's home life was the basic cause. Many schools have made an effort to bridge the gap between school and home but their efforts apparently have been casual and misdirected. According to this survey, slightly more than a third of the parents had attended any meeting whose purpose was to show how they as parents could help in ways to promote school success.

In terms of attendance, the public viewed the school in a custodial sense. Compulsory attendance at elementary school was universally approved (91%). Compulsory atten[illegible] at junior and senior high school was also favored by seventy three percent of the public and by fifty-six percent of the professional educators.

The information revealed by this Gallup Survey (1972) has thus revealed many areas of concern in public education.

Special Reports

The Cameron Royal Commission on Education Report in Alberta (1959) suggested that in view of both curriculum and pupil personnel problems of the public school system, guidance and counseling was one of the major special services required. The general attitude at that time was that existing guidance services were very ineffective, many counselors were inadequately trained or unqualified, and services were generally inadequate.

The Canadian Manpower and Immigration Department Study published in 1967 (Volume 1) Career Decisions of Canadian Youth indicated that fifty-three percent of those engaged in guidance work in Alberta spent less than one hour per week with guidance work. Eighty-one percent of those engaged in guidance work in Alberta had no certificate, diploma or degree in guidance. Fifty-nine percent of Alberta teachers and counselors thought that the number of guidance personnel in their schools was insufficient, and eighty-two percent of the principals agreed.

In a discussion of school counseling, The Blair Report on Mental Health in Alberta (1969) indicated that the school counselor has been widely accepted in Alberta. In summary, the report suggested that, at that time, despite previous limitations, school guidance and counseling services in Alberta schools were substantial, and comparable with other provinces. However, in view of the needs of school children, the situation was far from acceptable. One of the recommendations of the Blair Report (1969) which applied to the present study was that:

> If counsellors are to perform their functions well, they must be enabled and encouraged by school administrations to increase their work with parents and with other community mental health personnel. They should be freed of tasks which can be performed by clerical personnel (p. 13).

The Worth Report on Education in Alberta (1972) has predicted that problems relating to mental illness, crime, social unrest, alcoholism, suicide, and drug abuse will become more serious in the decades ahead. These problems plus other current deficiencies and future needs in schooling will require the intervention of many different kinds of professional personnel. Professionals, such as speech therapists and psychologists, skilled in the prevention, diagnosis and treatment of primary learning, behavioral, social, sensory, speech, and physical disorders are expected to be in heavy demand in the future.

Recent Trends in Counseling in Alberta

Paterson (1970), in commenting on the counselor image in Alberta, stated that one of the main problems in Alberta has been in gaining wide acceptance among teachers and school administrators. Counselors, he suggested, have been accused of being insensitive or so wrapped up in their work that they fail to recognize what is happening in their own school. Paterson (1970) stated:

> If a counselor chooses to work in a school he must have a commitment to education. Counseling is an auxiliary service as the purpose of education has to do with instruction. Our success can be gauged by our skills in helping children learn. To do this we need open lines of communication with children, parents, principals and teachers. Our results should be noticeable, and ideally demands for counseling services should come from other school personnel and parents. One of the prime responsibilities of a school counselor is keeping other professionals informed about what he is doing. To ignore this responsibility is to invite unfair criticism and endanger our image not only in one school, but throughout the province (p. 40).

In a later article Paterson (1972), in discussing accountability and the future role of the counselor, stressed that counselors are important members of education teams because counselors are primarily people workers. People workers are an important and necessary part of educational teams because all leaning is personal and emotional. Paterson disagreed with critics who feel you can just educate children and stay away from their emotions and feelings. He feels that adjustment and scholarship are not alternate choices and that feeling is as important as thinking.

Paterson feels that if people in education are going to be accountable they must make some clear objectives and goals and strive to reach them. With this in mind he outlined some objectives for future counseling. Counseling, he suggested, must remain a person-centered profession, concerned with community, school and human needs. It is the counselor's duty to help to really bring about equal opportunities for all children in Alberta. Lastly, he suggested, there is a trend to realistic counseling in that what counselors do has to make sense to professionals and lay people alike. It not only has to make sense, but people have to be able to see the value of what counselors do.

West (1972), in responding to Paterson's article on accountability, stated that counselors have acquired a public image which has the potential to destroy them. He suggested counselors have found themselves ill-prepared for an era of accountability which has already arrived. Counselors are confused about their roles and goals and their competence is questionable because they are unable to demonstrate whatever effectiveness they may have. Although he feels the status of counseling in our schools is tenuous and there is a lot of hard work to be done, counselors shall be equal to the task and can meet the demand for accountability.

Quinn (1972) also commented on school counseling services and accountability. He, too, viewed the counselor as part of an educational team. It is his belief that all staff members in a school are committed to promoting educational development among students in the cognitive, affective and motor domains. He feels the counselor does have some special skills which are to be utilized in the school but his acceptance by and relationship with other staff cannot be facilitated if he promotes a mystique of clinical psychotherapist. Unless the counselor is viewed as an integral component in the total team effort, his endeavors are for naught. The counselor's relationship with parents, community and other agencies must be characterized by mutual cooperation and effort. This dimension, Quinn feels, is frequently overlooked but should be part of any accountability schema for counselors.

Nichols (1970) has commented on the role of the counselor in staff development. His view is that guidance goals coincide with those of education generally and, consequently, every school staff member has responsibility for, and involvement in, guidance. He stated that in regarding guidance as a school program, the counselor's role in staff development is seen as one of working cooperatively with other staff members to develop both themselves and the guidance program.

Nichols (1970) stated that the counselor's specific guidance functions include:

1. Assessment of individual and pupil population characteristics and needs, and of learning environments in the school.

> Such information is for use by both pupils and staff members in cooperative planning and goal setting.
>
> 2. Consultation with pupils, staff members, and community personnel (including parents) is an essential function in a guidance program which permits the exchange of information and ideas. Upon such communication is the climate for a guidance program built.
>
> 3. Counseling with individuals and with groups is the most recognized function of the counselor. It is this activity for which specialist training and qualification is most desirable.
>
> 4. Coordination - Facilitation - Resource Function As the staff member whose job assignment is exclusively guidance, the counselor has the function of providing coordination of guidance activities which are planned jointly by the staff. The counselor also serves as resource person and facilitator for other staff members involved in guidance activities.
>
> In these functions the idea of self-development and joint, cooperative development of staff members working on planning and implementing a guidance program is consistent with the concepts of both staff development and a guidance program (p. 91).

Studies of the Role of the Counselor

Ford and Koziey (1969), when investigating differential perceptions of the school counselor's role, found that high school students and high school counselors differed markedly in what they perceived to be appropriate problems for counselor-student discussion. They reported that while counselors perceived educational, vocational, personal, and social problems to be more appropriate for counselor involvement than did students, differences between students and counselors on the educational and vocational scales were slight as compared with differences on the personal and social scales. Differences between students' perceptions and counselors' perceptions of students' perceptions on the personal and social scales proved to be highly significant, while differences on the educational and vocational scales were not significant. Thus, the fact that high school counselors were not aware of the extent to which students perceived personal and social problems to be appropriate for counselor-student discussion was the most important finding of the study.

In an earlier study, Grant (1954) investigated perceptions of the role of the counselor, to determine those areas in which the counselor was perceived by teachers, administrators, and counselors, as being able to provide effective assistance to students. Results of the survey indicated that there was considerable agreement among counselors, teachers, and administrators concerning the counselor's role in regard to problems relating to educational planning and vocational planning. However, seventy percent of the teachers and administrators felt that someone other than the counselor should work with students in the area of personal-emotional problems and fifty percent of the counselors themselves seemed uncertain of their ability to assist students in this area.

Russel and Willis (1964) attempted to explore the extent to which teachers gave support to the guidance programs in their schools. From their findings two generalizations seemed appropriate. First, there was a significant difference of opinion among teachers as to the role of guidance concerning discipline. Many teachers felt counselors tended to overprotect students. Second, the guidance programs did not get the support of a large minority of teachers.

When asking professional educators, parents, and students to assess the counselor's role, Dunlop (1965) found all groups in agreement that it was appropriate for counselors to engage in educational counseling, vocational counseling, and testing and diagnosis. Attitudes toward the appropriateness of counselor involvement with personal counseling activities varied widely, however, students dismissed this as an appropriate task more than did any other group. Parents and students, it may be noted, supported counselor performance of administrative-clerical tasks.

A major finding of Gibson (1962), when studying pupil opinion of the school guidance program, was that counselors were not communicating well concerning the role and services of the guidance program. He noted that fifty-six percent of the students questioned were not sure of the activities of their school guidance program and about one third indicated that the program had not been explained to them in their three or four years of high school. Students' concepts indicated they saw the counselor variously as one who is an administrator, a disciplinarian, an activity director and so on, but many students did not recognize the counseling function as a major duty of the high school guidance worker. In a later study Gibson (1965) sampled and analyzed teacher knowledge and attitudes toward, and utilization of, school guidance programs. Generally speaking, these secondary school teachers were of the opinion that the school guidance program did make a positive contribution to the instructional program of the school. Indication of weakness in communication was noted in that twenty-one percent of those responding indicated that the guidance program of their school had never been described, explained or outlined to them specifically for informational purposes. One third of this group of teachers, who themselves were working with trained and certified counselors, were not sure that guidance personnel needed special training; however, they did recognize that individual counseling services were the primary responsibility of the school counselor, with other important activities being the providing of informational service and test administration and interpretation. Other attitudes revealed were: (a) counselors were competent to interpret test results but full interpretations and application suggestions were lacking; (b) seventy-six percent of the teachers felt counseling records should be available to all teachers; and (c) teachers did agree with most counselors that administrative duties outside of the school guidance program, such as attendance checking and recording, and coordination of field trips should not be a part of the responsibility of the counseling staff.

Hart and Prince (1970) reported that responsibilities for many clerical duties like class changes, registration, and occasional attendance-checking were perceived as appropriate counselor duties by principals. The principals saw the counselor assuming many varied roles, filling in as an all-around assistant whether it be for clerical work, teaching, or counseling.

The author conducted a study in 1969 for the purpose of understanding how administrators, counselors, and teachers perceived the role of the guidance program in their high schools. The major conclusion of this study was that administrators, counselors, and teachers did not all perceive in the same way what functions a guidance program should or should not perform and what functions the guidance program in their school system did or did not perform. In general, there was more agreement between administrators and counselors than between counselors and teachers or administrators and teachers.

Bergstein and Grant (1961) studied how parents perceived the counselor's role and found that parents perceived counselors to be helpful to their children; more helpful than people who were of average help, more helpful than their best family friends, and more helpful than their school principals. Parents perceived counselors to be more helpful with problems in educational and vocational areas than with problems in personal-emotional-social areas. Expectations of sixth grade parents with regard to the role of the school counselor were in keeping with the perceptions of parents of secondary school pupils, indicating an early establishment of a perceptual set of the role of the school counselor.

In an evaluation of counseling services in the Edmonton Catholic School System, Boyle (1971) found that the type of school and the size of the counselor/pupil ratio were significantly related to students' knowledge of referral procedures, their being helped to plan school programs, and their having the opportunity to participate in group counseling sessions. Generally students perceived they had benefitted from counseling. Parents were aware that counseling services were available and administrators felt that the majority of teachers accepted counseling as an integral part of the school program. However, there were evident deficiencies in the areas of inservice for staff and communication between the counseling department and parent, teacher, principal, and student groups.

Results from a study of parental perception of the role of the junior high school counselor conducted by Sware (1969) indicated that parents viewed functions related to teacher role expectancies, functions related to educational and vocational counseling, and functions related to testing and diagnosis as appropriate counselor duties. Personal counseling was deemed appropriate by parents as long as counselors did not attempt to counsel parents or deal with problems involving conflicts between students and their parents. Educational level and socio-economic status were two factors which seemed to have the greatest influence affecting parental opinion.

In a recent study, Rankin and Angus (1972) compared ideal role perceptions of New Brunswick counselors with random samples of actual role expectations held for counselors by principals, teachers, parents, and students. All subjects responded to a list of fifty specified situations or ideal roles listed on the Guidance Counselor Role Norm Inventory. Results indicated a number of role definitions were in conflict. Students' expectations compared with the ideal counselor role resulted in 18 conflicts, administrators and teachers each produced 17 conflicts, and parents produced 30 conflicts. Implications of the study were that counselors must inform their colleagues and clients of what they feel constitutes counseling activities. It was also concluded that more contact between counselor and parents was essential if an appreciation of the counselor's role was to be obtained by parents.

Dyer (1969) attempted to determine if there was a clear understanding on the part of high school administrators, teachers, and students of the role performed by high school counselors. Subjects were asked to arrange thirty statements related to counselor role in a Q-sort in terms of their perception of the actual role counselors were performing in their high schools. They were then asked to arrange these statements in terms of their perception of the ideal role that counselors should perform in a high school.

Results indicated that the teachers felt the counselors should ideally counsel students with personal or social problems, consider with a teacher a problem he has with a student in class, interview students referred by teachers, counsel parents concerning problems of a student, use research to identify common student problems, and direct research studies to evaluate guidance services, more than they perceived the counselors to be actually performing these functions.

The administrators felt the counselors should ideally use research to identify common student problems more than they perceived the counselors to be actually performing this function.

The students felt the counselors should ideally counsel students with personal or social problems and interpret the guidance program through speeches more than they perceived the counselors to be actually performing these functions.

The counselors felt, ideally, they should conduct follow-up studies of graduates, direct research studies to evaluate guidance services, and discuss the purposes of the guidance program in staff meetings more than they perceived themselves to be actually performing these functions.

Dyer (1969) concluded by stating that:

> The three most significant inter group differences indicated the administrators felt the counselors were actually counseling students with personal or social problems more than the students perceived the counselors to be actually performing this function. Secondly, the administrators felt the counselors were actually, and should ideally interview students referred by teachers more than the students perceived the counselors to be actually performing this function. Finally, the counselors felt they should ideally consider with a teacher a problem he has with a student in class more than the students perceived this to be an ideal function counselors should perform (p. 4220-A).

Sankey (1970), in applying the form of the semantic differential which he had developed especially for use with guidance related concepts to a sample in Vancouver, reported that secondary pupils, their parents, and teachers were in general mildly favorable toward the guidance and counseling services being provided; the parents being the most impressed, the pupils the least. By contrast, these same groups were quite positive about the urgency or need for such services.

Lore (1971), in an article representing parents' perceptions of counseling in the schools, presented a discussion of the need for guidance personnel in the schools. Parents, she contended, were confused about the need and role of the counselor. Although in general parents viewed the counselor as a valuable asset to the total school program, some counselor practices were questioned. Most of all she stressed the lack of communication between the counselor and the parent and the counselor and the community. Parents wanted and needed to be a part of the total school team.

IMPLICATIONS ARISING FROM RELATED RESEARCH AND SUMMARY

A review of related literature seemed to indicate there are some basic role conflicts in counseling. Actual role performance of the counselor did not always coincide with role expectations held by significant others, and role conceptions held by the counselor. An investigation of the interrelationships or interactions of these factors which constitute role theory and the various groups of individuals who are involved in these interrelationships seemed worthwhile in terms of establishing a clear definition of counselor role. Hill (1964) strongly supported this point of view when he proposed that parents, teachers, counselor educators, school superintendents, and others be included in the process of defining counselor role. Bentley (1968) too, in his discussion of role conflict in terms of role theory, stated:

> Role conflict is not unusual in counseling. It is, as yet, an uncharted area. Great progress could undoubtedly be made toward role consensus if we knew more about the areas of role conflict in counseling (p. 76).

In summary, the author felt there was a need to assess public attitudes toward counseling programs to determine how well counselors were fulfilling the expectations of their various publics, how well role conceptions of counselors were being met, and to determine if, indeed, there was a perceived need for a counseling program in high schools. Likewise, an investigation of some of the factors which may have influenced attitudes seemed justified in terms of detecting areas of conflict and so in assisting to clarify just what the position or role of the counselor entails.

CHAPTER III

CONSTRUCTION OF INSTRUMENT AND PILOT STUDY

INTRODUCTION

One purpose of this investigation was to develop instruments which could be used to determine public attitudes held towards present counseling services and factors which may have influenced these attitudes.

Attempts to evaluate the effectiveness of counseling services have taken many forms. Gibson (1962), in assessing pupil opinions of high school services, used the very popular type of open-ended questions. Grant (1954), in studying the counselors' role, described a problem situation and then asked the respondents to name the person they felt should help the student.

Tyler (1953), commenting on evaluation of counseling effectiveness, suggested it can be argued that the basic evidence as to how satisfactory the counseling services rendered are, is what the recipients think about them. However, she agreed with most research workers who suggest that when a person is asked whether he feels better or worse as a result of an experience, it seems more natural for him to report on improvement than a decline. Thus she states: "There are certain conventions that make for positive findings in studies planned this way (p. 261)."

In attempting to solve this problem in the area of personality and attitude testing, psychometricians have used test items employing forced choice and projective techniques. Thus Sankey (1970) proposed that the use of Osgood's (1957) semantic differential technique would, to a certain degree, achieve a similar purpose in the measurement of attitudes toward the guidance and student personnel services offered in particular school districts. Because the semantic differential had not been used in the area of counseling, Sankey developed a form which could be used to describe and compare some of the attitudes of important sub populations (e.g., parents, pupils, teachers) towards the guidance and counseling services offered in school districts.

The author modified the semantic differential developed by Sankey to determine attitudes held by various publics toward guidance and counseling services in selected high schools. These modifications have been discussed in the following section labelled Semantic Differential.

The instrument developed also included scales for obtaining biographical data, reactions on current issues, a rating on an intellectualism-pragmatism scale, reactions to preferred and existing duties of counselors, and an indication of the amount and kinds of contacts between the counselor and his publics.

SECTION ANALYSIS OF QUESTIONNAIRE

Semantic Differential

The semantic differential was originated by Charles Osgood in the 1950's. According to Osgood, Suci, and Tannenbaum (1957) there have been few systematic attempts to subject meaning to quantitative measurement. They also suggested that psychologists have tended to be interested in semantical meaning or the relation of signs to their significates. That is, they have been interested in the role of the organism's behavior system in mediating the relation between signs and significates (a significate is any stimulus which, in a given situation, regularly and reliably produces a predictable pattern of behavior). Thus, according to Osgood, Suci, and Tannenbaum, the psychologist interested in meaning must concentrate on the conditions under which, "a stimulus which is not the significate becomes a sign of the significate (p. 4)." Meaning is then a distinctive mediational process which occurs in the organism whenever a sign is received or produced.

In discussing the problem of measurement of meaning Osgood, Suci, and Tannenbaum (1957) stated:

> The meaning of 'meaning' for which we wished to establish an index is a psychological one - that process or state in the behavior of a sign-using organism which is assumed to be a necessary antecedent for the production of sign responses. Within the general framework of learning theory, we have identified this cognitive state, meaning, with a representational mediation process and have tried to specify the objective stimulus and response conditions under which such a process develops (p. 9).

It is the belief of these authors that a particular kind of measurement operation, the semantic differential, relates to the functioning of representational process in language behavior and hence may serve as an index of these processes. Words, they contend, represent things because they produce in human organisms some replica of the actual behavior toward these things as a mediation process.

According to Osgood (1957), the semantic differential is a method of measuring concepts (objects of judgment) through the use of scales (bipolar adjectives). Thus he stated:

> The subject is provided with a concept to be differentiated and a set of bipolar adjectival scales against which to do it, his only task being to indicate, for each item, (pairing of a concept with a scale), the direction of his association and its intensity on a seven-step scale (p. 20).

Osgood has indicated that the nature of the problem chiefly defines the class and form of the concepts to be selected. In the development of the semantic differential for use with guidance related concepts, Sankey felt it was convenient to use printed verbal concepts as the stimuli to which the subject was to respond. In the selection of these concepts Osgood (1957) suggested that:

> . . . the objects of judgement should ideally be both relevant to and representative of the area of research interest. Sometimes the investigator may actually make a sampling analysis, but more often (in our experience, at least) he simply uses good judgement with respect to his problems. In exercising 'good judgement' here the investigator will usually (a) try to select concepts for meanings of which he can expect considerable individual differences since this is likely to augment the amount of information gained from a limited number of concepts, (b) try to select concepts having a single unitary meaning for the individual, and (c) try to select concepts which can be expected to be familiar to all of his subjects, since unfamiliar concepts for subjects will produce a 'spurious' regression towards the middle of the scales. (p. 77).

In order to meet these requirements, Sankey (1970) derived his concepts from a sampling analysis of those populations most directly affected by the guidance services offered in a school district. This was done by distributing questionnaires to the selected sample.

Respondents were required to list those methods, practices, techniques, etc., which they felt made counseling and other guidance services *effective* as well as those that made it *less effective*. By means of a frequency count of responses it was possible to discern some promising concept areas. These areas were then translated into meaningful word concepts by having small groups of each sample define the concepts in their own terms.

As a result of these procedures Sankey derived seven concepts: *counselor advice*, *instructions in guidance*, *high school course planning*, *counselor*, *occupational planning*, *individual counseling*, and *group guidance classes*. The concepts of *street* and *ideal counselor* were added to provide a basis for detecting those respondents who might not have understood the directions and to control for faking. According to Sennet (1964) the concept *streets* was usually rated as neutral and the concept *ideal counselor* should be rated on the positive end of the scale. Sankey also included the concepts *teacher* and *ideal teacher* to facilitate other meaningful comparisons.

In attempting to establish content validity of the semantic differential for use in this study, five counselor educators, five graduate students in applied psychology, and five members of each of the study target groups (with the exception of trustees) were given a copy of the instrument in order to obtain a degree of consensus concerning the appropriateness of concepts included. It was found that the concepts *instruction in guidance* and *group guidance classes* were not appropriate for the groups to be studied. This inappropriateness was mainly true for students and teachers. Thus, these two concepts were deleted. The concept streets was also deleted on the recommendation of counselor educators.

In order to select appropriate scales for each concept Sankey (1970) employed a modified form of free association. Subjects were instructed to respond to seven concepts with the first descriptive adjective that came to mind. In order to choose the most relevant second member of the adjective pair, each subject, after he had freely associated adjectives with the concepts, was instructed to indicate the most appropriate opposites. In order to reduce the adjectives Sankey followed Osgood's suggestion that this reduction could be achieved in terms of three criteria: maximum overall frequency, maximum diversity of usage, and minimum correlation in usage.

Rating scales were developed by factor analysis. The first common factor was identified as an evaluative factor which was geared to evaluate the quality of existing services and included the scales: good-bad, adequate-inadequate, and excellent-poor. The second common factor was identified as the urgency factor which was geared to describe the need or vital nature of the guidance and counseling services and included the scales: necessary-unnecessary, important-unimportant, and essential-unnecessary. The attempt to establish face validity in the manner indicated above resulted in no modification of the rating scales.

Reliability for the instrument was established by test-retest. The data for establishing this reliability were collected in connection with the administration of Sankey's preliminary form of the instrument which contained 15 scales and 10 concepts. Ten items were repeated at the end of this instrument so that it was possible to compute the original and retest scores for each sample of subjects on these ten items. Correlation coefficients were then calculated for the three groups. These correlations were: .79 for students, .81 for parents and .85 for teachers. The Spearman-Brown Formula was used to determine the reliability coefficients for the final form of the test (60 items - six scales for each of the ten concepts). Reliability coefficients were estimated to be .96, .96 and .99 for students, parents and teachers respectively. However, Sankey suspected that these reliability coefficients were spuriously high because of the memory factor.

A modified form of construct validity was also established for this instrument. It was from Loevinger's (1957) viewpoint that the validity of the semantic differential technique developed in Sankey's study was examined. In her exhaustive treatment of the subject Loevinger has rejected some traditional views of validity (that validity be divided into four types: content, concurrent, predictive, and construct) and argued for construct validity as the whole of validity from a scientific point of view. This viewpoint and the relationship of traditional types of validity is diagrammed below.

Construct Validity

Internal Validity

A. Substantive Component

According to Loevinger (1957) the substantive component of validity:

> . . .is the extent to which the content of the items included in (and excluded from) the test can be accounted for in terms of the trait believed to be measured and the context of measurement (p. 97).

The substantive component includes:

a. content validity

b. empirical keying

Loevinger suggested that items be included in the original pool on the basis of a judgment of relevance to a broadly defined field. The final selection of items should be made on the basis of empirical findings.

B. Structural Component

According to Loevinger (1957) the structural component of validity is:

> . . . the extent to which structural relations between test items parallel the structural relations of other manifestations of the trait being measured (p. 97).

The structural component includes the following kinds of structure:

a. quantitative models

b. class models

c. dynamic models

External
Validity

C. External Component

According to Loevinger (1957) the external component includes:

> . . . most of what comes under the heading of external validity concerns correlation with total score (p. 107).

The external component includes:

a. concurrent validity

b. predictive validity

The results of using the Loevinger paradigm to examine the validity of the semantic differential technique developed by Sankey (1970) were:

Construct Validity

A. Substantive validity

The first step in construction of the semantic differential was to collect a pool of items. It may be recalled, Sankey chose the concepts to be included in his instrument by having respondents list methods, practices, techniques, etc., which they felt made counseling and other guidance services effective as well as those that made it less effective. Since only the most frequently (frequency count) suggested concepts were retained, Sankey felt he had reason to believe the concepts were relevant, familiar, and controversial for many of the respondents. Also, because the concepts were described largely in an evaluative manner Sankey believed it seemed reasonable to believe that these were concepts about which some attitudes, as defined in his study, had been formed. For the purposes of his study Sankey (1970) defined attitudes as:

> consistent predispositions conditioned by experience to respond, but are distinguished from other states of readiness in that they predispose towards an evaluative response (p. 51).

In addition, the concepts finally chosen were somewhat representative of the area being investigated (guidance and counseling). Since the rating scales derived in connection with the concepts were also developed by the subjects themselves, it was believed these scales were relevant. See page 55 of this report for an explanation of the derivation of the rating scales.

B. Structural Validity

The semantic differential is classed as a cumulative model differentiating individuals with respect to degree. This model has been extensively explained statistically sorting individuals as it does on the basis of an index of the amount of a trait measured. Important in the structure of the semantic differential are the questions: (1) How closely are these items related? and (2) Is there a common factor running through the items?

In regard to these questions Sankey stated that when the response data arising from the administration of the preliminary form of his instrument were subjected to factor analysis there appeared for all respondents a dominant evaluative factor. The emergence of this evaluative factor indicated that this instrument was tapping some aspects of attitude as previously defined. The extent to which these scales did provide a measure of this evaluative (attitude) dimension was ascertained by a study of the factor loadings. Sankey quoted Anastasia (1961) who stated such loadings represent, "correlations of the test (scale) with each factor, a correlation known as the factorial validity (p. 148)." In Sankey's study the evaluative factor had loadings of .795 to .855 on the excellent-poor scale indicating the factorial validity of this particular scale as a measure of the evaluative factor. In like manner the factorial validities of the adequate-inadequate and the good-bad scales were .755 to .840 and .776 to .796 with respect to this factor.

C. External Validity

In dealing with the external component of construct validity Sankey once again turned to Anastasia (1961) who suggested, "although of relatively recent origin, the semantic differential has already been employed in considerable research, which has contributed to its construct validation (p. 627)."

Osgood (1957), after extensive experience with the semantic differential technique, has found no reason, "to question the [face] validity of the instrument on the basis of its correspondence with the results expected from common sense (p. 140)."

In contrast to this subjective opinion, Osgood (1957) has supplied data comparing this technique with other well-known rating scales which have provided some useful information. In one study, two groups (N=27 and N-27) employed in a rotation-group design experiment were required to rate the concepts of Negro, The Church and Capital Punishment using the common scales of the semantic differential and Thurstone scales. The correlation (r=.79) between the semantic differential scores and the corresponding Thurstone scores was significantly greater than chance (p<.01).

In a similar study reported by Osgood (1957) the attitude of farmers towards the agricultural practice of crop rotation was evaluated by the evaluation scales of a semantic differential and a 14-item Guttman scale. Using a rank order coefficient, a significant relation was found between these two scales (rho=.78, p<.01).

On the basis of the information outlined above concerning reliability and validity Sankey considered his instrument to have met the necessary requirements for reliability and validity of an instrument.

The concepts which the samples in the author's study responded to were: Counselor, Counselor advice, High School Course Planning, Individual Counseling, Occupational Planning, Ideal Counselor, School Teacher, and Ideal Teacher. The scales for the concepts were: good-bad, adequate-inadequate, excellent-poor, necessary-unnecessary, important-unimportant, and essential-unnecessary.

On the recommendation of counselor educators and graduate students in applied psychology some modifications were also made in the instructions indicated by Sankey in his form of the semantic differential. Sankey's (1970) beginning paragraph read as follows:

> On each of the following pages there is a different idea or person for you to describe. If you are required to describe an idea or person with whom you had very little or any experience, imagine that you have had the necessary experience, and provide an answer. Your description can be made by marking the list of words on the page. Take a look to see how this is done. Each pair of words forms a scale. By making a check mark along the scale you can indicate what you associate with the particular kind

> of idea or person (p. 111).

The author's beginning paragraph read as follows:

> On the following pages there is a different person or idea for you to describe. Some of these persons or ideas pertain to school counseling, and some pertain to teaching. Your description can be made by marking the list of words on the page. Take a look to see how this is done. Each pair of words forms a scale. By making a check mark along the scale you can indicate what you associate with the particular kind of person or idea (See Appendix A).

It was felt that the sentence that the author added, "Some of these persons or ideas pertain to school counseling, and some pertain to teaching" was necessary to introduce respondents to the subject areas they were to describe. The sentence in Sankey's instructions, "If you are required . . . ." was deleted on the basis that the last paragraph of instructions was very similar and perhaps more realistic.

Sankey (1970) also included a paragraph which read as follows:

> You will notice after each idea or person a sentence in brackets. The sentence tells you in what sense to take the word or person. For example, the word bear might mean an 'animal' or 'to carry something'. If your instruction had the sentence, 'That is the bear'. This sentence makes clear that the word here refers to an animal (p. 112).

Again on the advice of counselor educators and graduate students in applied psychology this paragraph was deleted from the author's instructions. It was felt that this paragraph was more confusing than it was helpful. Thus each concept in the author's instrument was not followed by the use of the concept in a sentence.

No further modifications were made in Sankey's form of the semantic differential.

The purpose of using a modified form of Sankey's form of the semantic differential was to investigate the counselors' and the counselors' publics attitudes toward the present counseling services in selected high schools in Alberta cities.

(See Appendix A, Section I, for the Semantic Differential which was included in questionnaires administered to parents, students, teachers, counselors, administrators, and school trustees.)

Biographical Data

The study conducted by the writer included a section for the collection of data pertaining to personal characteristics of the subjects, in order to determine their effect, if any, on expressed attitudes as measured by the semantic differential. Subjects were required to respond to items which identified them in terms of age, sex, education, religion, and occupation.

The author had originally intended to classify students and their parents by occupation in terms of the occupation of the main wage earner in the family. However, the method of collecting returns in order to gain maximum returns did not allow for the questionnaires to be kept together (e.g., a particular student and his or her parents) in a manner which would justify the use of an occupational rating scale. Thus the author chose to delete responses made in regard to occupation and relied on educational level indicated by respondents as a means of classification.

Blishen, Jones, Naegele and Porter (1965) have suggested that occupational status and educational level are very highly related in that where parents have high occupational status they will also have more education. Blishen, Jones, Naegele and Porter (1961), in discussing the construction of an occupational class scale, stated that the first step in the construction of the scale was to arrange occupations reported in the census according to income and years of schooling. Income and years of schooling, they suggested, are two reliable indicators of how people rank occupations.

Reissman (1964), in discussing the methodology of class, has also stated that occupation can be a summary indicator for other class characteristics, especially income and education, which, in turn, also reflect upon other class characteristics such as life styles and attitude patterns. Reissman (1964) also stated:

> The correlations between occupation, income and education are high and any or all of the three are important symbols to categorize people in the necessary shorthand of social interaction (p. 158).

Education, he stated, was particularly important as a social status indicator because educational requirements are almost without exception the prerequisites for entry into the higher prestige occupations and into the higher income categories.

The above statements give an indication that education and socio-economic status are very highly correlated. Thus, the author felt that using the education level indicated by respondents would also serve as a general kind of socio-economic index. The use of educational level as a means of classification was also useful in cases where only mothers of two parent families returned their questionnaires.

Broom and Selznick (1963) have stated that there is a general tendency for persons to select marriage partners from their own socio-economic levels. This would seem to suggest that, speaking in general terms, using the educational level of either the mother or father (if only the mother or father returned the questionnaire) would also give one an indication of the socio-economic status of the family.

(See Appendix A, Section II, for the Biographical Data Form for students. Biographical Data Forms differed slightly for each of the six study groups.)

Current Educational Issues Scale

Subjects' educational viewpoints on current educational issues were investigated by assessing their responses on a Current Educational Issues Scale. Subjects were required to respond to a list of twelve current issues in education on the basis of whether they strongly agreed, agreed, disagreed, or strongly disagreed with a statement defining the issues.

The issues included in the scale were chosen from issues raised in current articles in education such as: The Third Annual Gallup Poll of Public Attitudes Toward Education (1970), Meeham (1971), Edmonton Public School Board Drug Report (1971), Edmonton Public School Board Perspectives for Living or Family Life Education (1970), Blair Report (1969), Lore (1971), and Ehlers and Lee (1965). It was recognized by the author that the 12 current issues included in her scale were only a portion of those issues in education that could be included. However, the issues chosen have appeared most frequently in literature pertaining to critical issues in education and were also prevalent in the news media and press in the Province of Alberta during the twelve months preceding the initiation of this study.

Face Validity of this Current Issues Scale was established in the same manner as was the Semantic Differential. All items seemed appropriate.

(See Appendix A, Section III, for Current Issues Scale which was administered to the six study groups.)

Intellectualism-Pragmatism Scale

Subjects were asked to respond to a modified form of the Intellectualism - Pragmatism Scale which was developed by Hegge, Wilcox and Clausen under the supervision of Block and Yuker (1964) to measure a continuum rating of intellectual (liberal) versus pragmatic (conservative) attitudes.

Block and Yuker (1964) used the definition of intellectual given in English and English (1958) which defined an intellectual as: ". . . a person interested in ideas in contrast with the merely practical man . . . it may be applied to one whose interest in ideas is not balanced by practicality."

They also quote The American College Dictionary (Barnhart, 1951) which defines an intellectual as: "A member of a class or group professing, or supposed to possess enlightened judgement and opinions with respect to public or political questions."

Block and Yuker also have incorporated Fowler in The Dictionary of Modern English Usages (no date) who noted that the term intellectual was used "pertaining to ideas and things of the mind . . .

a person interested in ideas, in contrast with the merely practical man."

Two of the definitions of intellectual Block and Yuker noted contrast intellectual with practical, which is the dichotomy used in their present Intellectualism - Pragmatism Scale.

To define pragmatism Block and Yuker once again quoted English and English (1958) who defined a pragmatic person as one with an ". . . interest in practical outcomes rather than in processes . . ." Pragmatism was defined as ". . . the philosophical doctrine that the meaning of anything derives from its practical consequences, that action is the test of truth." They also quote the American College Dictionary, which defined pragmatism as "a tendency, movement, or more or less definite system of thought in which stress is placed upon practical consequences and values as standards for explicating philosophical concepts, and as tests for determining their value and truth."

Intellectualism and pragmatism, then, as used in this study draw on the definitions cited above used by Block and Yuker in the development of the I - P Scale. The specific definitions of intellectual and pragmatism as used in this study have been outlined in Chapter I and appear again below in terms of scores obtained on the I - P Scale. The I - P Scale is a thirty-item Likert-type scale that was developed to measure a continuum of intellectual versus pragmatic attitudes. High scores obtained on this scale are interpreted as reflecting "intellectual-liberal" attitudes which are displayed by an interest in abstract ideas, general culture, open-mindedness and a belief that education is for enrichment. Low scores are considered to reflect "pragmatic-conservative" attitudes which are characterized by an interest in concrete ideas, closed mindedness and a belief that the purpose of higher education should be for the development of useful skills.

The reliability coefficient for the I - P Scale as estimated through the split-half technique corrected using the Spearman-Brown Formula was .84.

Block and Yuker suggested a method of construct validity was used to evaluate the adequacy of the I - P Scale. In regard to this they quoted Underwood (1957) who stated that any test which had adequate reliability may be considered as an operational definition of the trait it purports to measure. On the basis of this definition Block and Yuker considered the I - P Scale to represent an operational definition of an intellectualism-pragmatism continuum.

In an attempt to ensure that the content of the I - P Scale was appropriate for Canadian populations the I - P Scale was evaluated by five counselor educators. They agreed that the term Americans used in the scale should be changed to Canadians. They also agreed that the term eggheads should be changed to intellectuals. These were the only two revisions made in Block and Yuker's I - P Scale.

(See Appendix A, Section IV, for a copy of the I - P Scale which was included in questionnaires administered to parents, students, teachers, counselors, administrators, and school trustees.)

Counselor Duties Scale

The purpose of the Counselor Duties Scale was to investigate subjects' perceptions of preferred and existing counselor duties. Subjects were required to respond to a list of 30 possible counselor functions or duties on the basis of whether they felt the duties listed should or should not be the duty of the counselor and then whether they felt the duties listed were or were not actually being performed by the counselors in their schools.

Of the 30 functions chosen to be included in the Counselor Duties Scale 28 were chosen from a list of 45 possible counselor functions used in a former study by the author. These 45 possible counselor functions were originally designed by Abbott (1967) for use in his survey of Colorado secondary schools. After having the Counselor Duties Scale evaluated by five counselor educators to establish face validity the wording on three of the 28 functions listed was modified slightly. Item 9 which was originally worded, *engaging in vocational planning with non-university bound students* was changed to *assisting students in vocational planning*; item 24 which was originally worded *placing students in jobs - part-time and full-time* was changed to *assisting students in finding part-time jobs*; and item 30 which was originally worded *planning group orientation programs, including career days* was changed to *providing an orientation program for new students*. To this list of 28 functions it was suggested two others be added, namely, *counseling with students regarding drug or alcohol problems* and *providing group counseling for students*.

Most of the duties listed comply with The American School Counselor Association (1964) list of professional responsibilities of a counselor and with the American Personnel and Guidance Association (1965) statement of policy concerning the role of the counselor. Those that did not comply with this list of professional responsibilities (functions 1, 8, 10, 21, 28, and 29) were those that have been suggested in research studies by Russel and Willis (1964), Dunlop (1965), and Hart and Prince (1970), as appropriate counselor duties by parents, teachers, students, and administrators, but not by counselors themselves.

When these functions or duties were presented to the various groups in an attempt to establish face validity it was agreed all functions were appropriate for inclusion in the Counselor Duties Scale.

(See Appendix A, Section V, for a copy of the Counselor Duties Scale which was included in questionnaires administered to parents, students, teachers, counselors, administrators and school trustees.)

Contact and Knowledge Questionnaire

The purpose of the Contact and Knowledge Questionnaire was to investigate the amount and kind of contact between school special services - in particular the counselor - and his publics. Subjects were required to respond to items which determined the amount and types of contact between the counselor and his publics. Items were also designed to determine general awareness of special services in the schools.

The need to determine the amount of contact the counselors had with their various publics was revealed from results of previous studies such as Lore (1971), Sware (1969), and Boyle (1971). These studies indicated that communication between the counselor and some of his publics was very limited.

Inspection of these items in The Contact and Knowledge Questionnaire by the various groups resulted in no changes.

(See Appendix A, Section VI, for the Contact and Knowledge Questionnaire for students. The Contact and Knowledge Questionnaire Section differed for each of the five study groups to whom it was administered. However, questions for each study group appear in the findings in Chapter V.)

VALIDITY OF INSTRUMENTS

As was stated earlier the author attempted to establish face validity of the instruments by having five counselor educators, five graduate students in applied psychology, five high school students, five teachers, five administrators, five counselors, and five parents react to the suitability of each of the questions and to clarify the wording of each of the questions in the instruments. The necessary changes have been stated in the above section on instrument design. It was later decided that the Contact and Knowledge Questionnaire was not appropriate for school trustees so this instrument was not included in the questionnaires sent to school trustees.

RELIABILITY OF THE INSTRUMENTS

In order to establish the reliability of the instruments a pilot study was conducted in a high school in a small community outside of Edmonton. Questionnaires composed of the six above mentioned instruments (Semantic Differential, Biographical Data Sheet, Current Issues

Scale, I - P Scale, Counselor Duties Scale, and Contact and Knowledge Questionnaire) were administered to all trustees (N=5), all counselors - half time or more (N=2), all administrators (N=5), a random sample of 20 teachers, a random sample of 25 students, and their parents (N=36). The parent population resulted in a possible N of 36 due to the selection of some one parent families and the fact that the pilot was conducted in July when several parents were unavailable.

Only students and their parents were administered the questionnaires twice for purposes of establishing test-retest reliability.

These two groups of students and parents were administered the questionnaires and then were administered the questionnaires two weeks later. In both cases the author herself administered and collected the questionnaires.

The total number of respondents taking part in the test-retest was 17 students and 21 parents.

Reliability was established for Section I (Semantic Differential), Section III (Current Issues Scale), Section IV (I - P Scale), and Section V (Counselor Duties Scale).

It was decided that reliability need not be established for Section II (Biographical Data) and Section VI (Contact and Knowledge Questionnaire).

The Pearson product-moment method was used for computing the coefficient of correlation for test-retest on the Semantic Differential. See Table 1 for correlation coefficients.

TABLE 1

RELIABILITY OF RESPONDENTS ON SEMANTIC DIFFERENTIAL CONCEPTS

	Parents		Students	
Concepts	Evaluative	Urgency	Evaluative	Urgency
Counselor	.93	.96	.81	.84
Counselor Advice	.82	.93	.86	.83
Individual Counseling	.93	.99	.85	.86
School Teacher	.98	.87	.78	.89
High School Course Planning	.99	.91	.86	.89
Ideal Counselor	.84	.83	.81	.87
Occupational Planning	.98	.94	.83	.89
Ideal Teacher	.90	.86	.76	.79

Correlation coefficients for parents ranged from .82 to .99 on the eight concepts. Correlation coefficients for students ranged from .76 to .89 on the eight concepts. Although these were not as high as those reported by Sankey (.96 for both students and parents) it may be recalled that Sankey suspected his reliability coefficients were spuriously high because of the memory factor. The author's lower reliability coefficients may result partly from the fact that test and retest were two weeks apart. However, the author's correlation coefficients for both students and parents on all concepts were significant at the .01 level of confidence indicating a certain degree of stability in the author's form of the semantic differential.

Reliability for the Current Issues Scale was determined by percentage of agreement in responses between test and retest. Score values for the Current Issues Scale were: 1 - Strongly Agree, 2 - Agree, 3 - Disagree, and 4 - Strongly Disagree.

In Table 2, A indicates percentage of identical agreement between test-retest scores. Example: If a respondent scored 1 on first testing he also scored 1 on retest. In Table 2, B indicates percentage of position agreement but not identical agreement. That is, it indicates respondents who changed from a 1 to a 2 or from a 3 to a 4 between test and retest. Thus they did not change positions in terms of agreement or disagreement but only degree of agreement or disagreement changed.

TABLE 2

PERCENTAGE OF AGREEMENT ON TEST-RETEST ON CURRENT ISSUES SCALE

	Parents		Students	
Issue	A (Identical Scale Agreement)	B (Identical Position Agreement)	A (Identical Scale Agreement)	B (Identical Position Agreement)
1	85.71	100.00	82.44	100.00
2	80.95	100.00	94.12	100.00
3	71.43	100.00	70.59	94.12
4	61.90	100.00	52.94	94.12
5	71.43	100.00	88.24	100.00
6	57.14	90.48	58.82	94.12
7	71.43	90.48	70.59	94.12
8	71.43	85.71	64.71	100.00
9	52.33	90.48	82.44	88.24
10	85.71	100.00	58.82	100.00
11	76.19	100.00	70.59	100.00
12	66.67	85.71	58.82	94.12

The Pearson product-moment method was also used for computing the coefficient of correlation on the Intellectualism-Pragmatism Scale. The reliability coefficient was r=.82 for parents and r=.81 for students. These correlation coefficients were both significant at the .01 level of confidence indicating a certain degree of stability for the instrument.

Reliability for the Counselor Duties Scale was determined by the percentage of agreement in responses between test and retest. Table 3 indicates these percentages of agreement for parents and students.

TABLE 3

PERCENTAGE OF AGREEMENT BETWEEN TEST-RETEST ON COUNSELOR DUTIES SCALE

Duty	Parents	Students
1	80.95	76.47
2	90.48	88.24
3	66.67	64.71
4	61.90	64.71
5	95.24	88.24
6	61.90	58.82
7	71.43	70.58
8	66.67	64.71
9	85.71	82.35
10	71.43	64.71
11	71.43	64.71
12	80.95	82.35
13	66.67	64.71
14	76.19	76.47
15	80.95	76.47
16	90.48	88.24
17	66.67	70.58
18	76.19	70.58
19	85.71	82.35
20	66.67	58.82
21	76.19	70.58
22	71.43	82.35
23	71.43	64.71
24	71.43	70.58
25	85.71	70.58
26	71.43	76.47
27	66.67	64.71

TABLE 3 (continued)

Duty	Parents	Students
28	80.95	70.58
29	61.90	58.82
30	85.71	76.47

SUMMARY

In Chapter III the author has attempted to give a somewhat comprehensive evaluation of the instruments composing the questionnaire administered to parents, students, teachers, counselors, administrators, and school trustees. Although the author has included within her questionnaire some instruments developed by other authors, any modifications in these instruments for use with the proposed target populations of this study have been explained. The author attempted to establish face validity of all the instruments included in the questionnaire by having five counselor educators, five graduate students in applied psychology, and five members of each group (with the exception of school trustees) to whom the questionnaire would be administered, evaluate the questionnaire. Necessary changes were made. In addition, a pilot study was conducted in an attempt to establish the reliability of the questionnaire. The results of these attempts to establish face validity and reliability led the author to believe the instruments composing the total questionnaire were appropriate for use in the main study.

CHAPTER IV

PROCEDURE

SAMPLES

The potential sample of this study included parents, students, teachers, administrators, counselors, and school trustees involved in four high schools in two major cities in Alberta. Two of the high schools were selected from Catholic Systems and two high schools were selected from Public School Systems.

The reader may be informed of the actual number of respondents by referring to Table 4 (page 84).

All full-time teachers employed in four high schools (two Catholic and two Public) composed part of the sample of this study. Teachers were classified as those professional staff members who devoted full-time to instructional duties in various subject areas.

All counselors employed in the four high schools (two Catholic and two Public) who devoted fifty per cent or more of their time to guidance and counseling activities composed the counselor sample of this study. Of the total of 15 counselors who responded to the item on the Biographical Data Form which gave an indication of special qualifications for counseling, seven indicated they possessed a Diploma in Counseling, three indicated they possessed a Master's Degree in Counseling, one indicated completion of all course requirements for a Master's Degree in Counseling, one indicated he was enrolled in a graduate program in counseling but also had a Master of Education (area unspecified), and one indicated a Master of Arts. Two of the counselors indicated no special qualifications for counseling but held a Master's Degree in Education (area unspecified).

All full-time administrators employed in the four high schools (two Catholic and two Public) composed part of the sample of this study. Administrators were those professional staff members given release time from classroom duties and/or administrative allowance to carry out the administrative duties of the school.

All school board trustees presently in office in both Catholic and Public school systems in the two cities composed part of the sample of this study.

A stratified random sample of 240 students composed the student sample for the study. From each of the four high schools included in the study 60 students were randomly selected. The students in each school were first divided into three groups according to grade level (Grade 10, 11, and 12). The students in each grade level were then divided into male and female groups. From these male and female groups 10 males and 10 females were randomly selected by using a table of random numbers.

The parent sample included in the study was composed of the parents of the students who had been randomly selected.

The author had originally intended to draw the parent, student, teacher, counselor, and administrator sample from schools with student populations ranging from approximately 1200 to 1500 and which drew students from varied socio-economic backgrounds. In order to comply with the wishes of the school boards involved in the study, one school did not meet this requirement in terms of size of student population. The schools involved in this study had student enrolments of 1223, 1414, 825, and 1550. All schools, according to the central offices involved, drew students from varied socio-economic backgrounds.

INSTRUMENT USED

The data needed for this study were obtained by means of a questionnaire composed of six instruments. The six instruments included in the questionnaire were: the Semantic Differential, the Biographical Data Form, the Current Educational Issues Scale, the Intellectualism-Pragmatism Scale, the Counselor Duties Scale, and the Contact and Knowledge Questionnaire. These instruments have been described in Chapter III of this report.

(See Appendix A for a sample copy of a Student Questionnaire.)

PROCEDURES

Questionnaires and a covering letter with a brief explanation of the nature of the study were distributed to students, teachers, counselors, and administrators in each school. Students were given the parent questionnaires to take home and then the students returned the parent questionnaires to the contact person in the school. As a means of follow-up the contact person made two phone calls to those parents who had not returned the questionnaires. The contact person in each school also collected the questionnaires from the students, teachers, counselors, and administrators.

School trustee questionnaires were mailed, along with a covering letter explaining the nature of the study and a stamped self-addressed envelope for returning the questionnaires. School trustees had been sent a letter explaining the study and asking for their participation in the study two weeks in advance of their receiving the questionnaire.

(See Appendix B for covering letters accompanying questionnaires administered to students, parents, teachers, counselors, administrators, and school trustees.)

Table 4 indicates the potential sample of the study and indicates the percentage of school trustees, administrators, counselors, teachers, students, and parents who responded to the questionnaire.

TABLE 4

POTENTIAL SAMPLE AND PERCENTAGE OF SCHOOL TRUSTEES, ADMINISTRATORS, COUNSELORS, TEACHERS, STUDENTS, AND PARENTS RESPONDING

Potential Sample by Group	Samples Used		Samples Discarded		No Response		Total	
	N	%	N	%	N	%	N	%
School Trustees	19	67.86	0	0.00	9	32.14	28	100.00
Administrators	11	91.67	0	0.00	1	8.33	12	100.00
Counselors	15	100.00	0	0.00	0	0.00	15	100.00
Teachers	155	70.14	5	2.26	61	27.60	221	100.00
Students	224	93.33	4	1.67	12	5.00	240	100.00
Parents	243	59.12	9	2.19	159	38.69	411	100.00

The total possible parent sample was 411 rather than 480 which may be expected from the total student sample of 240. This discrepancy was due to the fact that within the student sample there were several one-parent families.

Questionnaires that were discarded were those where the respondents had failed to answer the section on the Semantic Differential. The author discarded these on the premise that the Semantic Differential (attitude scale) was an integral part of the whole study.

GENERAL DESCRIPTION OF RESPONDENTS

Of the 19 school trustees who responded 12 were male and 7 were female. In terms of age, 10 of the trustees fell within the age category 36 to 45 years with the remainder ranging from 46 to 75 years of age. Ten of the trustees held one or more university degrees with the remainder falling within the elementary, junior high, high school, and technical or trade school categories. The school trustees were fairly evenly divided in number in terms of religion - Catholic and Protestant.

Of the 11 administrators who responded 10 were male and 1 was female. Ten of the administrators fell within the age category of 36 to 45 years with one in the 46 to 55 year age category. All administrators had one or more university degrees. Again, administrators were about evenly divided in number in terms of religion - Catholic and Protestant. In terms of years of administrative experience 7 of the 11 had 6 to 10 years of experience with 2 falling within each of the categories of 1 to 5 years and over 10 years of experience.

Of the 15 counselors who responded 10 were male and 5 were female. Most of the counselors (13) ranged from 26 to 45 years of age. Educational qualifications were discussed earlier in the chapter. Counselors also were about evenly divided in number in terms of religion - Catholic and Protestant. Seven had 0 to 5 years of counseling experience, seven had 6 to 10 years and 1 had over 10 years of counseling experience.

Of the 155 teachers who responded 98 were male and 57 were female. About two-thirds of the teachers fell within the age category of 26 to 35 years with the remainder spread out in the categories ranging from 36 to 65 years. In terms of education, 150 of the teachers held one or more university degrees with the remainder having minimum teacher requirements. Teacher respondents were also about equally divided in number in terms of religion. In terms of years of teacher experience the 155 teachers were divided fairly evenly in number within the three categories of 0 to 5 years, 6 to 10 years, and over 10 years of experience.

Of the 224 students responding, 109 were male and 115 were female. Approximately one-quarter of the students fell within the age category of 10 to 15 years and three-quarters fell within the age category of 16 to 25 years. Students were divided very evenly in number within the three grade levels of 10, 11, and 12. In terms of religion, again, the student population was about evenly divided in number between Catholics and Protestants.

Of the 243 parents who responded 105 were male and 138 were female. Approximately half of the parent sample fell within the age category of 36 to 45, and about one third fell within the age category of 46 to 55 years with the rest falling within the age categories of 26 to 35 years and 56 to 65 years. Educational levels of parents ranged through all the categories of elementary, junior high, high school, one or more university degrees, and technical and trade school. The three educational groups within which most of the parent sample fell were junior high, senior high school, and technical and trade school. In terms of religion, slightly more Protestants responded than did Catholics.

HYPOTHESES

The hypotheses which follow were based on the results of previous research which have been cited in Chapter II. Portions of that research relevant to the hypotheses that have been stated have been repeated below.

Sankey (1970) when employing a form of the semantic differential which he developed especially for use with guidance related concepts reported differences in attitude toward counseling services among groups of pupils, teachers and parents.

Shepton and Belisle (1956) reported that age, and amount of education influenced the amount of criticism given to public schools. Sware (1969) indicated educational level influenced parental opinion about the role of the counselor.

The press and news media in Alberta have indicated various groups differ in opinons held toward current educational issues.

McPhee (1959) reported that individuals with a modern educational viewpoints. Block and Yuker (1965) found that intellectualism as measured by the I - P Scale was associated with a progressive attitude toward education.

Massey (1969) reported significant differences among counselors, teachers, and administrators in terms of perception of preferred and existing counselor duties. Ford and Koziey (1969) and Hart and Prince (1970) found differing perceptions of the role of the counselor held by the counselor and his various publics.

In view of the above findings the author believed the hypotheses below could be phrased in a way as to predict the direction of the results.

In the process of investigating the responses of the six study groups (students, parents, teachers, counselors, administrators, and school trustees) the following hypotheses were tested.

Hypothesis 1

There will be significant differences in attitude of the six study groups toward present counseling services as measured by mean scores on the Semantic Differential Scales.

Hypothesis 2

There will be significant differences in attitudes toward the present counseling services of the six study groups according to sex, age, educational level, and religion, as measured by mean scores on the Semantic Differential Scales.

Hypothesis 3-A

There will be significant differences in educational viewpoint of the six study groups toward current educational issues as measured by mean scores on the Current Educational Issues Scale.

Hypothesis 3-B

There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and educational viewpoint on current educational issues as measured by scores on the Current Educational Issues Scale.

Hypothesis 4-A

There will be significant differences in philosophical orientation of the six study groups as measured by mean scores on the Intellectualism-Pragmatism Scale.

Hypothesis 4-B

There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and philosophical orientation as measured by scores on the Intellectual-Pragmatism Scale.

Hypothesis 5

There will be a significant relationship between educational viewpoint on current educational issues of the six study groups as measured by scores on the Current Educational Issues Scale and philosophical orientation as measured by scores on the Intellectualism-Pragmatism Scale.

Hypothesis 6-A

There will be significant differences in the perception of preferred and existing counselor duties of the six study groups as measured by mean congruency scores on the Counselor Duties Scale.

Hypothesis 6-B

There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and perception of preferred and existing counselor duties as measured by congruency scores on the Counselor Duties Scale.

ANALYSES OF DATA

In determining how the data for this study should be analyzed the author consulted with the Division of Educational Research Services of the University of Alberta.

Hypothesis 1

For each of the eight concepts of the Semantic Differential a total evaluative score (3 scales) and a total urgency score (3 scales) was calculated for each respondent. This resulted in a total of 16 scores for each respondent on the Semantic Differential.

In regard to Hypothesis 1, the differences between group means were tested using a one-way analysis of variance. When significant F scores were found the Scheffé technique for determining the specific means which differ was used.

All study groups were included in this analysis.

Hypothesis 2

Initially Hypothesis 2 was to be tested by means of a two-way analysis of variance. However, because of such small numbers in certain cells this was not possible for all groups in the categories of sex, age and educational level.

A two-way analysis of variance was conducted as a test of differences between the means of the sexes of five of the groups (parents, students, teachers, counselors and trustees). When significant F scores were found the Scheffé technique for determining the specific means which differ was used.

The administrators could not be included in this analysis because of the 11 administrators ten were male and one was female. An n of one could not be included in the analysis.

A two-way analysis of variance was conducted as a test of differences among the means of the four age levels of two of the groups (teachers and parents). When significant F scores were found, the Scheffé technique for determining the specific means which differ was used.

The trustee, administrator and counselor groups all had some cell n's of one or two so they were not included in the analyses. It was decided the students should not be included in this analysis because of the 224 students involved, three-quarters of them fell within the one age category of 16 to 20 years. It was felt the remaining students, who fell within the age category of 10 to 15 years would be near the age of 15 because they were enrolled in high school. Thus it was felt all of the students really fell within one grouping of age 15 to 20.

A one-way analysis of variance was conducted as a test of differences among the means of the three educational levels of grade 10, grade 11, and grade 12 students. When significant F scores were found the Scheffé technique for determining the specific means which differ was used.

A one-way analysis of variance was conducted as a test of differences among the means of the five educational levels within which the parent sample fell. Again the Scheffé technique was used.

Trustee, administrator, counselor and teacher mean scores were not analyzed on the basis of educational level because a major portion of each group fell within one educational level, leaving the cell n's in the other educational levels too small (e.g., n = 1 or 2).

A two-way analysis of variance was conducted as a test of differences between the means of the two religions (Catholic and Protestant) of the six study groups. When significant F scores were found, the Scheffé technique for determining the specific means which differ was used. In each of the six study groups one or two respondents indicated they had no religion. These responses were tallied in a third category of religion titled "Other". However, because there were so few of these in each group the "Other" category was not included in the analyses.

Hypothesis 3-A

In regard to Hypothesis 3-A the differences between means were tested using the one-way analysis of variance. Additional analysis of means was undertaken through use of the Scheffé technique.

Hypothesis 3-B

A correlation was computed between evaluative scores on the Semantic Differential and urgency scores on the Semantic Differential and scores on each issue in the Current Educational Issues Scale. A t test for the significant difference between correlation coefficients was also computed.

All study groups were included in the analyses for testing Hypotheses 3-A and 3-B.

Hypothesis 4-A

In regard to Hypothesis 4-A the differences between means were tested using a one-way analysis of variance followed by the Scheffé technique.

Hypothesis 4-B

A correlation was computed between the evaluative scores on the

Semantic Differential and the urgency scores on the Semantic Differential and scores on the Intellectualism-Pragmatism Scale. A t test for the significant difference between correlation coefficients was also computed. All study groups were included in the analyses for testing Hypotheses 4-A and 4-B.

Hypothesis 5

A correlation was computed between scores on each of the Current Educational Issues and scores on the Intellectualism-Pragmatism Scale. A t test for the significant difference between correlation coefficients was also computed.

All study groups were included in the analyses for testing Hypothesis 5.

Hypothesis 6-A

In regard to Hypothesis 6-A the differences between means were tested using a one-way analysis of variance followed by the Scheffé technique when significant F scores were found.

Hypothesis 6-B

A correlation was computed between the Congruency scores and the evaluative scores on the Semantic Differential and urgency scores on the Semantic Differential. A t test for the significant difference between correlation coefficients was also computed.

A Congruency score was computed for each respondent on the Counselor Duties Scale. This score was calculated by assigning a value of +1 to each duty the respondent checked Should and Does or

Should Not and Does Not. A value of -1 was assigned to each duty the respondent checked Should and Does Not or Should Not and Does. A value of 0 was assigned to each duty the respondent checked Should and Don't Know or Should Not and Don't Know. Thus the total possible congruency score for the 30 counselor duties listed was 30.

The Counselor Duties Scale was also analyzed by means of a frequency count. That is, the percentage of respondents in each group who checked the Should, Should Not, Does, Does Not, and Don't Know categories was calculated for each of the duties in the Counselor Duties Scale.

It was decided the Contact and Knowledge section of the questionnaire should be dealt with in terms of descriptive statistics due to the fact that the questions varied for each group in the total sample. Thus responses to the questions in the Contact and Knowledge section were reported in percentages.

A summary of the analyses undertaken to test the six hypotheses has been presented in Figure 1 (page 96).

Figure 1

SUMMARY OF ANALYSES UNDERTAKEN TO TEST HYPOTHESES

Hypotheses	Instruments Involved	Groups	Technique
Hypothesis 1	Semantic Differential (Eight concepts including an evaluative and urgency score for each concept)	School Trustees Administrators Counselors Teachers Students Parents	One-way analysis of variance
Hypothesis 2	Semantic Differential (as above)	School Trustees Counselors Teachers Students Parents	Two-way analysis of variance (Group x Sex)
	Biographical Data	Parents Teachers	Two-way analysis of variance (Group x Age)
		Students	One-way analysis of variance (3 grade levels)
		Parents	One-way analysis of variance (5 educational levels)
		School Trustees Administrators Counselors Teachers Students Parents	Two-way analysis of variance (Group x Religion)
Hypothesis 3-A	Current Educational Issues Scale	School Trustees Administrators Counselors Teachers Students Parents	One-way analysis of variance

Figure 1 (continued)

Hypotheses	Instruments Involved	Groups	Technique
Hypothesis 3-B	Semantic Differential (as above) Current Educational Issues Scale	School Trustees Administrators Counselors Teachers Students Parents	Correlation (Current Issues and Semantic Differential)
Hypothesis 4-A	Intellectual-Pragmatism Scale	School Trustees Administrators Counselors Teachers Students Parents	One-way analysis of variance
Hypothesis 4-B	Semantic Differential (as above) I-P Scale	School Trustees Administrators Counselors Teachers Students Parents	Correlation (I-P Scores and Semantic Differential)
Hypothesis 5	Current Educational Issues Scale I-P Scale	School Trustees Administrators Counselors Teachers Students Parents	Correlation (Current Educational Issues and I-P Scale)

Figure 1 (continued)

Hypotheses	Instruments Involved	Groups	Technique
Hypothesis 6-A	Congruency Score on Counselor Duties Scale	School Trustees Administrators Counselors Teachers Students Parents	One-way Analysis of variance
Hypothesis 6-B	Semantic Differential (as above) Congruency Score	School Trustees Administrators Counselors Teachers Students Parents	Correlation (Congruency Score and Semantic Differential)

LIMITATIONS OF THE STUDY

This study was concerned with parents, students, teachers, administrators, counselors and school trustees' attitudes. Only a sample of parents, students, teachers, administrators, counselors, and school trustees were included in the study. The study was limited to attitudes expressed toward only a sample of possible counseling and guidance concepts. Likewise, the study was limited in terms of investigating only a sample of all possible factors which may influence attitudes toward counseling services.

This study was limited also by the normal limitations of a questionnaire survey.

In addition, some of the n's in certain cells made anticipated analyses of the data impossible.

CHAPTER V

FINDINGS

In Chapter V the author has presented the findings of the analysis of the data concerning the attitude of the six study groups (school trustees, administrators, counselors, teachers, students, and parents) toward present counseling services as measured from scores on the Semantic Differential Scales. The author has also presented the findings of the analysis of the data concerning factors which may have influenced attitudes held. Thus analysis of the data involving the Biographical Data, Current Educational Issues Scale, Intellectualism-Pragmatism Scale, Counselor Duties Scale and Contact and Knowledge Questionnaire were also presented.

As indicated in Chapter IV, for each of the 8 concepts of the Semantic Differential a total evaluative score, geared to evaluate the quality of existing counseling services (derived from three scales, each with a score range of 1 to 7), and a total urgency score, geared to describe the need for counseling services (derived from three scales, each with a score range of 1 to 7), were calculated for each respondent. Thus the total possible score on each of the evaluative and urgency factors for each of the eight concepts was 21. In discussing mean scores of the six study groups on the Semantic Differential the following terms were used.

7

Mean Score	Term
21	Extremely Positive Attitude
18	Quite Positive Attitude
15	Slightly Positive Attitude
12	Neutral
9	Slightly Negative Attitude
6	Quite Negative Attitude
3	Extremely Negative Attitude

TABLE 5

CONCEPT FACTOR SCORE MEANS FOR THE SIX STUDY GROUPS ON THE SEMANTIC DIFFERENTIAL

Concept	Factor	Trustee Mean	Admin. Mean	Counselor Mean	Teacher Mean	Student Mean	Parent Mean
1. Counselor	Evaluative	16.68	17.00	18.67	14.18	16.25	15.75
	Urgency	19.00	17.82	19.53	16.35	17.36	18.56
2. Counselor Advice	Evaluative	16.11	16.91	17.53	13.73	15.76	15.23
	Urgency	18.11	17.55	17.67	15.61	16.45	17.87
3. Individual Counseling	Evaluative	17.37	17.27	18.47	14.63	16.79	15.79
	Urgency	19.58	18.09	19.73	16.45	17.27	18.52
4. School Teacher	Evaluative	17.21	16.64	17.80	16.74	15.60	16.30
	Urgency	19.79	19.09	19.60	18.89	17.67	19.74
5. High School Course Planning	Evaluative	15.95	16.91	17.60	14.31	15.47	15.16
	Urgency	20.26	19.45	20.27	19.27	18.59	19.43
6. Ideal Counselor	Evaluative	19.21	19.55	19.93	17.72	17.46	17.12
	Urgency	19.58	19.27	20.27	18.02	17.42	18.12
7. Occupational Planning	Evaluative	16.74	15.82	17.67	14.61	16.16	15.82
	Urgency	19.00	18.91	19.40	18.21	18.88	19.19
8. Ideal Teacher	Evaluative	19.47	20.00	19.47	18.41	17.47	17.60
	Urgency	19.89	20.00	20.07	18.95	17.98	18.68

General Trends On Semantic Differential

As a first general observation it can be seen by Table 5 (p. 101) that in all but three instances mean ratings of the six study groups for the evaluative factor on the eight concepts were lower than were mean ratings on the urgency factor. The difference in mean ratings of the six study groups on the evaluative and urgency factors were especially noticeable on the concepts High School Course Planning and Occupational Planning.

Generally speaking, teachers' means were consistently lower on the concepts relating to counseling than were mean ratings of the other five groups. In general teacher means on the evaluative factor of guidance related concepts fell *below a slightly positive* attitude. Mean scores on the urgency factor of guidance related concepts ranged from a *slightly positive* attitude to a *quite positive* attitude.

Parents and students in general indicated a higher attitude toward counseling services than did teachers. Parents scored consistently lower than did students on the evaluative factor of the guidance related concepts, but scored consistently higher than did students on the urgency factor of the guidance related concepts. Students' evaluative means generally indicated a *slightly positive* attitude toward counseling services and urgency means ranged from *slightly positive* to *quite positive* attitude. Parent evaluative means indicated in general a *slightly positive* attitude toward counseling services and urgency means indicated a *quite positive* attitude.

Trustees, administrators and counselors' mean scores on the evaluative and urgency factors of the guidance related concepts tended to be higher than those of teachers, students and parents. In general, trustees, administrators and counselors' means on the evaluative factor of the guidance related concepts indicated a slightly positive attitude with counselors indicating a quite positive attitude on several concepts. Trustee, administrator and counselor means generally indicated a quite positive attitude on the urgency factor of the concepts.

In summary, one may conclude that in general, with the exception of teachers, the study groups indicated a slightly positive attitude toward guidance related concepts on the evaluative factor and moved to a quite positive attitude on the urgency factor of the guidance related concepts.

As a point of interest it may be noted that school trustees, teachers, and parents' means were higher on the evaluative factor of the concept School Teacher than they were on the evaluative factor of the concept Counselor. Administrators, counselors and students' means on the evaluative factor of the concept School Teacher were lower than they were on the concept Counselor. With the exception of teachers' means on the evaluative factor of the concept Counselor the means of all groups on the evaluative factor of School Teacher and Counselor indicated a slightly positive attitude.

It may also be noted that counselors had a higher mean on the evaluative factor of the concept School Teacher than did teachers themselves.

The means for all groups on the urgency factor were higher for the concept School Teacher than were the means for the concept Counselor. The overall attitude toward the concept School Teacher (urgency factor) was quite positive. Means on the urgency factor of the concept Counselor ranged from slightly positive to quite positive.

In general, means of the six groups on both the evaluative and urgency factors tend to be higher for the concept Ideal Teacher than they were for Ideal Counselor.

HYPOTHESIS TESTS

In some instances throughout the analysis of the data, although the analysis of variance indicated a significant difference existed between groups, the Scheffé test for comparison of means was unable to detect significant mean differences between specific groups.

In regard to this, Winer (1962) suggested:

> "The Scheffé method is clearly the most conservative with respect to type 1 error; this method will lead to the smallest number of significant differences. In making tests on differences between all possible pairs of means it will yield too few significant results (p. 89)."

Due to the size of the sample in this study and the unequal n's it was decided that the conservative Scheffé technique should be used even though it resulted in too few significant differences rather than too many significant differences.

Hypothesis 1

There will be significant differences in attitudes of the six study groups towards present counseling services as measured by mean scores on Semantic Differential Scales.

Hypothesis 1 was tested by means of a one-way analysis of variance. Results of tests of Hypothesis 1 are presented in Tables 6 through 53.

TABLE 6

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT COUNSELOR (EVALUATIVE)

Groups	Number	$\overline{X}$	S.D.
1. Trustees	19	16.68	3.42
2. Administrators	11	17.00	2.65
3. Counselors	15	18.67	1.76
4. Teachers	155	14.18	4.13
5. Students	224	16.25	2.82
6. Parents	243	15.75	4.10
Total	667	15.67	3.75

TABLE 7

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT COUNSELOR (EVALUATIVE) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	595.50	119.10	5	8.94	0.00001**
Error	8802.63	13.32	661		

*Significant 0.05
**Significant 0.01

TABLE 8

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	1.00	.78	.16	.99	.95
Admin.		-	.93	.29	.99	.94
Counselors			-	.00**	.29	.11
Teachers				-	.00**	.00**
Students					-	.81
Parents						-

*Significant 0.05
**Significant 0.01

In Table 8 it has been shown that for the concept Counselor - evaluative factor, the Scheffé test indicated there was a significant difference between counselors and teachers ($p<.01$), between teachers and students ($p<.01$), and between teachers and parents ($p<.01$) as measured by mean scores on the Semantic Differential Scales.

As indicated in Table 6, counselors had a more positive attitude than did teachers, students had a more positive attitude than did teachers, and parents had a more positive attitude than did teachers.

TABLE 9

MEANS AND STANDARD DEVIATIONS OF SIX STUDY GROUPS FOR THE CONCEPT COUNSELOR (URGENCY)

Groups	Number	$\overline{X}$	S.D.
1. Trustees	19	19.00	2.47
2. Administrators	11	17.82	2.23
3. Counselors	15	19.53	1.85
4. Teachers	155	16.35	4.16
5. Students	224	17.36	3.39
6. Parents	243	18.56	3.09
Total	667	17.67	3.53

TABLE 10

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT COUNSELOR (URGENCY) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	565.81	113.16	5	9.66	0.00001**
Error	7744.69	11.72	661		

*Significant 0.05
**Significant 0.01

TABLE 11

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.97	.99	.07	.55	.99
Admin.		-	.90	.87	.99	.99
Counselors			-	.04*	.34	.95
Teachers				-	.16	.00**
Students					-	.02*
						-

*Significant 0.05
**Significant 0.01

In Table 11 it has been shown that for the concept Counselor - urgency factor, the Scheffé test indicated there was a significant difference between counselors and teachers ($p<.05$), between teachers and parents ($p<.01$), and between students and parents ($p<.05$) as measured by mean scores on the Semantic Differential Scales.

As indicated in Table 9, counselors had a more positive attitude than did teachers, parents had a more positive attitude than did teachers, and parents had a more positive attitude than did students.

TABLE 12

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT COUNSELOR ADVICE (EVALUATIVE)

Groups	Number	$\bar{X}$	S.D.
1. Trustees	19	16.11	3.18
2. Administrators	11	16.91	2.34
3. Counselors	15	17.53	2.64
4. Teachers	155	13.73	3.83
5. Students	224	15.76	2.95
6. Parents	243	15.23	4.06
Total	667	15.17	3.69

TABLE 13

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT COUNSELOR ADVICE (EVALUATIVE) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	535.31	107.06	5	8.30	0.000008**
Error	8525.25	12.90	661		

*Significant 0.05
**Significant 0.01

TABLE 14

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.93	.19	.99	.96
Admin.		-	.99	.15	.96	.81
Counselors			-	.01**	.63	.33
Teachers				-	.00**	.01**
Students					-	.77
Parents						-

*Significant 0.05
**Significant 0.01

In Table 14 it has been shown that for the concept Counselor Advice - evaluative factor, the Scheffé test indicated there was a significant difference between counselors and teachers (p<.01), between teachers and students (p<.01), and between teachers and parents (p<.01) as measured by mean scores on the Semantic Differential Scales.

As indicated in Table 12, counselors had a more positive attitude than did teachers, students had a more positive attitude than did teachers, and parents had a more positive attitude than did teachers.

TABLE 15

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT COUNSELOR ADVICE (URGENCY)

Groups	Number	$\overline{X}$	S.D.
1. Trustees	19	18.11	2.66
2. Administrators	11	17.55	2.02
3. Counselors	15	17.67	2.19
4. Teachers	155	15.61	3.67
5. Students	224	16.45	3.28
6. Parents	243	17.87	3.22
Total	667	16.86	3.42

TABLE 16

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT COUNSELOR ADVICE (URGENCY) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	570.81	114.16	5	10.45	0.000007**
Error	7223.81	10.93	661		

*Significant 0.05
**Significant 0.01

TABLE 17

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.99	.09	.49	.99
Admin.		-	1.00	.62	.95	.99
Counselors			-	.38	.86	1.00
Teachers				-	.33	.00**
Students					-	.00**
Parents						-

*Significant 0.05
**Significant 0.01

As can be observed from Table 17, for the concept Counselor Advice - urgency factor, the Scheffé test indicated there was a significant difference between teachers and parents ($p < .01$) and between students and parents ($p < .01$) as measured by mean scores on the Semantic Differential Scales.

As indicated in Table 15, parents had a more positive attitude than did teachers and parents had a more positive attitude than did students.

TABLE 18

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT INDIVIDUAL COUNSELING (EVALUATIVE)

Groups	Number	$\bar{X}$	S.D.
1. Trustees	19	17.37	3.17
2. Administrators	11	17.27	2.41
3. Counselors	15	18.47	1.85
4. Teachers	156	14.63	3.65
5. Students	224	16.79	3.10
6. Parents	243	15.79	4.04
Total	667	15.99	3.68

TABLE 19

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT INDIVIDUAL COUNSELING (EVALUATIVE) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	583.44	116.69	5	9.14	0.000008**
Error	8442.44	12.77	661		

*Significant 0.05
**Significant 0.01

TABLE 20

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	1.00	.98	.08	.99	.63
Admin.		-	.98	.35	.99	.87
Counselors			-	.01**	.68	.16
Teachers				-	.00**	.07
Students					-	.10
Parents						-

*Significant 0.05
**Significant 0.01

It has been shown in Table 20 that for the concept Individual Counseling - evaluative factor, the Scheffé test indicated there was a significant difference between counselors and teachers (p<.01) and between teachers and students (p<.01) as measured by mean scores on the Semantic Differential Scales.

As indicated in Table 18, counselors had a more positive attitude than did teachers and students had a more positive attitude than did teachers.

TABLE 21

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS
FOR THE CONCEPT INDIVIDUAL COUNSELING (URGENCY)

Groups	Number	$\bar{X}$	S.D.
1. Trustees	19	19.58	2.24
2. Administrators	11	18.09	2.39
3. Counselors	15	19.73	1.44
4. Teachers	155	16.45	3.80
5. Students	224	17.27	3.31
6. Parents	243	18.52	2.95
Total	667	17.67	3.36

TABLE 22

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT INDIVIDUAL COUNSELING (URGENCY) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	576.31	115.26	5	10.97	0.000005**
Error	6947.50	10.51	661		

*Significant 0.05
**Significant 0.01

TABLE 23

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.92	1.00	.01**	.11	.86
Admin.		-	.89	.76	.98	.99
Counselors			-	.01**	.15	.85
Teachers				-	.33	.00**
Students					-	.00**
Parents						-

*Significant 0.05
**Significant 0.01

In Table 23 it has been shown that for the concept Individual Counseling - urgency factor, the Scheffé test indicated there was a significant difference between trustees and teachers ($p < .01$), between counselors and teachers ($p < .01$), between teachers and parents ($p < .01$), and between students and parents ($p < .01$) as measured by mean scores on the Semantic Differential Scales.

As indicated in Table 21, school trustees had a more positive attitude than did teachers, counselors had a more positive attitude than did teachers, parents had a more positive attitude than did teachers, and parents had a more positive attitude than did students.

TABLE 24

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS
FOR THE CONCEPT SCHOOL TEACHER (EVALUATIVE)

Groups	Number	$\overline{X}$	S.D.
1. Trustees	19	17.21	2.76
2. Administrators	11	16.64	4.92
3. Counselors	15	17.80	1.57
4. Teachers	155	16.74	3.07
5. Students	224	15.60	3.44
6. Parents	243	16.30	3.70
Total	667	16.23	3.46

TABLE 25

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT SCHOOL TEACHER (EVALUATIVE) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	185.88	37.17	5	3.15	0.0081**
Error	7812.63	11.82	661		

*Significant 0.05
**Significant 0.01

TABLE 26

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.99	.99	.57	.94
Admin.		-	.98	1.00	.97	.99
Counselors			-	.93	.33	.75
Teachers				-	.08	.91
Students					-	.44
Parents						-

*Significant 0.05
**Significant 0.01

It may be observed in Table 25 that for the concept School Teacher - evaluative factor, the analysis of variance indicated there were significant differences between groups. However, the Scheffé test for comparison of means indicated there were no significant differences between any of the study groups as measured by mean scores on the Semantic Differential Scales.

TABLE 27

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT SCHOOL TEACHER (URGENCY)

Groups	Number	$\overline{X}$	S.D.
1. Trustees	19	19.79	2.02
2. Administrators	11	19.09	3.56
3. Counselors	15	19.60	1.40
4. Teachers	155	18.89	2.63
5. Students	224	17.67	3.58
6. Parents	243	19.74	2.14
Total	667	18.83	2.95

TABLE 28

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT SCHOOL TEACHER (URGENCY) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	528.75	105.75	5	13.27	0.000007**
Error	5259.13	7.96	661		

*Significant 0.05
**Significant 0.01

TABLE 29

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	1.00	.88	.08	1.00
Admin.		-	.99	.99	.75	.99
Counselors			-	.97	.25	1.00
Teachers				-	.01**	.11
Students					-	.00**
Parents						-

*Significant 0.05
**Significant 0.01

As can be observed from Table 28 for the concept School Teacher - urgency factor, the Scheffé test indicated there was a significant difference between teachers and students ($p < .01$) and between students and parents ($p < .01$) as measured by mean scores on the Semantic Differential Scales.

As indicated in Table 27, teachers had a more positive attitude than did students, and parents had a more positive attitude than did students.

TABLE 30

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT HIGH SCHOOL COURSE PLANNING (EVALUATIVE)

Groups	Numbers	$\bar{X}$	S.D.
1. Trustees	19	15.95	2.82
2. Administrators	11	16.91	1.64
3. Counselors	15	17.60	2.16
4. Teachers	155	14.31	4.21
5. Students	224	15.47	4.02
6. Parents	243	15.16	4.49
Total	667	15.17	4.19

TABLE 31

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT HIGH SCHOOL COURSE PLANNING (EVALUATIVE) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	268.69	53.74	5	3.10	0.0089**
Error	11448.50	17.32	661		

*Significant 0.05
**Significant 0.01

TABLE 32

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.93	.76	.99	.99
Admin.		-	.99	.55	.94	.87
Counselors			-	.13	.60	.43
Teachers				-	.21	.56
Students					-	.98
Parents						-

*Significant 0.05
**Significant 0.01

It has been shown in Table 31 that for the concept High School Course Planning - evaluative factor, the analysis of variance indicated a significant difference between groups existed. However, the Scheffé test for comparison of means (Table 32) indicated there were no significant differences between any of the study groups as measured by mean scores on the Semantic Differential Scales.

TABLE 33

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT HIGH SCHOOL COURSE PLANNING (URGENCY)

Groups	Number	$\bar{X}$	S.D.
1. Trustees	19	20.26	1.41
2. Administrators	11	19.45	2.25
3. Counselors	15	20.27	.88
4. Teachers	155	19.27	2.59
5. Students	224	18.59	3.13
6. Parents	243	19.43	2.47
Total	667	19.15	2.72

TABLE 34

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT HIGH SCHOOL COURSE PLANNING (URGENCY) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	135.19	27.04	5	3.73	0.0024*
Error	4785.94	7.24	661		

*Significant 0.05
**Significant 0.01

TABLE 35

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	1.00	.81	.23	.89
Admin.		-	.99	1.00	.96	1.00
Counselors			-	.87	.36	.93
Teachers				-	.32	.99
Students					-	.05*
Parents						-

*Significant 0.05
**Significant 0.01

As can be observed from Table 35 for the concept High School Course Planning - urgency factor, the Scheffé test indicated there was a significant difference between students and parents ($p < .05$) as measured by mean scores on the Semantic Differential Scales.

As indicated in Table 33, parents held a more positive attitude than did students.

TABLE 36

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS
FOR THE CONCEPT IDEAL COUNSELOR (EVALUATIVE)

Groups	Number	$\overline{X}$	S.D.
1. Trustees	19	19.21	2.68
2. Administrators	11	19.55	2.77
3. Counselors	15	19.93	1.83
4. Teachers	155	17.72	3.66
5. Students	224	17.46	3.05
6. Parents	243	17.12	3.57
Total	667	17.54	3.40

TABLE 37

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT IDEAL COUNSELOR (EVALUATIVE) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	233.50	46.70	5	4.13	0.0011**
Error	7472.44	11.30	661		

*Significant 0.05
**Significant 0.01

TABLE 38

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.99	.65	.45	.23
Admin.		-	.99	.70	.54	.36
Counselors			-	.32	.18	.08
Teachers				-	.98	.69
Students					-	.94
Parents						-

*Significant 0.05
**Significant 0.01

As can be observed in Table 37 for the concept Ideal Counselor - evaluative factor, the analysis of variance indicated there were significant differences between the study groups. However, the Scheffé test for comparison of means indicated there were no significant differences between any of the study groups as measured by mean scores on the Semantic Differential Scales.

TABLE 39

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT IDEAL COUNSELOR (URGENCY)

Groups	Number	$\bar{X}$	S.D.
1. Trustees	19	19.58	2.55
2. Administrators	11	19.27	2.64
3. Counselors	15	20.27	1.58
4. Teachers	155	18.02	3.59
5. Students	224	17.42	3.44
6. Parents	243	18.12	3.38
Total	667	17.97	3.43

TABLE 40

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT IDEAL COUNSELOR (URGENCY) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	220.25	44.05	5	3.83	0.0020**
Error	7608.13	11.51	661		

*Significant 0.05
**Significant 0.01

TABLE 41

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.99	.61	.21	.66
Admin.		-	.99	.92	.68	.94
Counselors			-	.31	.08	.33
Teachers				-	.72	.99
Students					-	.43
Parents						-

*Significant 0.05
**Significant 0.01

In Table 40 it has been shown that for the concept Ideal Counselor - urgency factor, the analysis of variance indicated there were significant differences between study groups. However, it may be observed that the Scheffé test for comparison of means (Table 41) indicated there were no significant differences between any of the study groups as measured by mean scores on the Semantic Differential Scales.

TABLE 42

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT OCCUPATIONAL PLANNING (EVALUATIVE)

Groups	Number	$\bar{X}$	S.D.
1. Trustees	19	16.74	2.31
2. Administrators	11	15.82	2.89
3. Counselors	15	17.67	2.66
4. Teachers	155	14.61	4.00
5. Students	224	16.16	3.74
6. Parents	243	15.82	4.79
Total	667	15.72	4.19

TABLE 43

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT OCCUPATIONAL PLANNING (EVALUATIVE) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	313.81	62.76	5	3.63	0.0030**
Error	11423.25	17.28	661		

*Significant 0.05
**Significant 0.01

TABLE 44

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.99	.49	.99	.97
Admin.		-	.94	.97	.99	1.00
Counselors			-	.19	.86	.73
Teachers				-	.03*	.16
Students					-	.97
Parents						-

*Significant 0.05
**Significant 0.01

As can be observed in Table 44 for the concept Occupational Planning - evaluative factor, the Scheffé test indicated there was a significant difference between teachers and students ($p < .05$) as measured by mean scores on the Semantic Differential Scales.

As indicated in Table 42, students held a more positive attitude than did teachers.

TABLE 45

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT OCCUPATIONAL PLANNING (URGENCY)

Groups	Number	$\overline{X}$	S.D.
1. Trustees	19	19.00	2.31
2. Administrators	11	18.91	1.92
3. Counselors	15	19.40	2.23
4. Teachers	155	18.21	3.24
5. Students	224	18.88	2.82
6. Parents	243	19.19	3.02
Total	667	18.86	2.97

TABLE 46

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT OCCUPATIONAL PLANNING (URGENCY) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	98.69	19.74	5	2.25	0.0480*
Error	5801.50	8.78	661		

*Significant 0.05
**Significant 0.01

TABLE 47

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	1.00	.99	.94	1.00	.99
Admin.		-	.99	.99	1.00	.99
Counselors			-	.82	.99	.99
Teachers				-	.44	.06
Students					-	.93
Parents						-

*Significant 0.05
**Significant 0.01

It can be observed from Table 46 for the concept Occupational Planning - urgency factor, the analysis of variance indicated there were significant differences between means. However, as shown in Table 47, the Scheffé test for comparison of means indicated there were no significant differences between any of the study groups as measured by mean scores on the Semantic Differential Scales.

TABLE 48

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT IDEAL TEACHER (EVALUATIVE)

Groups	Number	$\overline{X}$	S.D.
1. Trustees	19	19.47	2.25
2. Administrators	11	20.00	1.41
3. Counselors	15	19.47	2.33
4. Teachers	155	18.41	3.08
5. Students	224	17.47	3.10
6. Parents	243	17.60	3.61
Total	667	17.88	3.28

TABLE 49

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT IDEAL TEACHER (EVALUATIVE) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	236.19	47.24	5	4.49	0.0005**
Error	6952.25	10.52	661		

*Significant 0.05
**Significant 0.01

TABLE 50

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	1.00	.87	.24	.32
Admin.		-	.99	.78	.27	.33
Counselors			-	.92	.38	.46
Teachers				-	.17	.31
Students					-	.99
Parents						-

*Significant 0.05
**Significant 0.01

In Table 49 it has been shown that for the concept Ideal Teacher - evaluative factor, the analysis of variance indicated significant differences between means. However, Table 50 indicated there were no significant differences between any of the study groups as measured by mean scores on the Semantic Differential Scales.

TABLE 51

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONCEPT IDEAL TEACHER (URGENCY)

Groups	Number	$\bar{X}$	S.D.
1. Trustees	19	19.89	2.33
2. Administrators	11	20.00	1.48
3. Counselors	15	20.07	1.53
4. Teachers	155	18.95	2.88
5. Students	224	17.98	3.32
6. Parents	243	18.68	3.38
Total	667	18.60	3.20

TABLE 52

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT IDEAL TEACHER (URGENCY) FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	192.19	38.44	5	3.82	0.0020**
Error	6648.38	10.06	661		

*Significant 0.05
**Significant 0.01

TABLE 53

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	1.00	1.00	.91	.27	.76
Admin.		-	1.00	.95	.52	.87
Counselors			-	.89	.30	.74
Teachers				-	.13	.98
Students					-	.34
Parents						-

*Significant 0.05
**Significant 0.01

As can be observed from Table 52, for the concept Ideal Teacher - urgency factor, the analysis of variance indicated there were significant differences between means. However, Table 53 indicated there were no significant differences between any of the study groups as measured by mean scores on the Semantic Differential Scales.

Hypothesis 1 - there will be significant differences in attitudes of the six study groups towards present counseling services as measured by mean scores on Semantic Differential Scales.

The analysis of the data supports Hypothesis 1 for the evaluative and [illegible]ency factors on the concepts Counselor, Counselor Advice, and Individual Counseling. Hypothesis 1 is also supported for the evaluative factor of the concept Occupational Planning and for the urgency factor of the concepts School Teacher and High School Course Planning.

The analysis of the data does not support Hypothesis 1 for the evaluative and urgency factors for the concepts Ideal Counselor and Ideal Teacher. Hypothesis 1 is not supported for the evaluative factors for the concepts School Teacher and High School Course Planning and for the urgency factor for the concept Occupational Planning.

Hypothesis 2

There will be significant differences in attitudes toward the present counseling services of the six study groups according to sex, age, educational level and religion.

(a) Differences According to Sex

A two-way analysis of variance was conducted as a test of differences between the means of the sexes of five of the groups (parents, students, teachers, counselors and trustees). Means and variances of the two sexes have been presented in Table 54. Results of the analysis of variance have been presented in Tables 55 through 70.

TABLE 54

SUMMARY OF MEANS AND VARIANCES OF FIVE OF THE STUDY GROUPS CLASSIFIED BY SEX ON THE EIGHT CONCEPTS OF THE SEMANTIC DIFFERENTIAL

Concepts		Male		Female	
		$\bar{X}$	Variance	$\bar{X}$	Variance
Counselor	E	15.29	14.20	16.02	13.99
	U	17.29	12.91	18.05	12.05
Counselor Advice	E	14.80	13.65	15.48	13.55
	U	16.50	11.41	17.22	12.03
Individual Counseling	E	15.50	14.03	16.44	12.87
	U	17.30	12.24	18.03	10.29
School Teacher	E	16.01	13.18	16.45	10.39
	U	18.68	9.53	18.98	7.69
High School Course Plan.	E	14.86	18.94	15.43	16.49
	U	18.92	8.53	19.38	6.21
Ideal Counselor	E	17.26	12.09	17.75	10.96
	U	17.54	13.49	18.36	9.78
Occupational Planning	E	15.26	19.07	16.19	16.07
	U	18.50	11.04	19.23	6.54
Ideal Teacher	E	17.69	12.03	18.01	9.64
	U	18.46	10.29	18.69	10.47

TABLE 55

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT COUNSELOR (EVALUATIVE) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	546.81	136.70	4	10.23	0.000001**
Sex	58.00	58.00	1	4.34	0.038*
Group x Sex	40.99	10.25	4	.77	0.547
Error	8633.63	13.36	646		

*Significant 0.05
**Significant 0.01

In Table 55 it has been shown that for the five study groups for the concept Counselor - evaluative factor, the analysis of variance indicated there was a significant difference between males and females ($p<.05$) as measured by mean scores on the Semantic Differential Scales. As indicated in Table 54 (p. 138), females had a more positive attitude than did males.

TABLE 56

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT COUNSELOR (URGENCY) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	524.23	131.06	4	11.09	0.000013**
Sex	53.17	53.17	1	4.50	0.034*
Group x Sex	8.89	2.22	4	0.19	0.945
Error					

*Significant 0.05
**Significant 0.01

In Table 56 it has been shown that for the five study groups for the concept Counselor - urgency factor, the analysis of variance indicated there was a significant difference between males and females ($p<.05$) as measured by mean scores on the Semantic Differential Scales. As indicated in Table 54 (p. 138), females had a more positive attitude than did males.

TABLE 57

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT COUNSELOR ADVICE (EVALUATIVE) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	473.81	118.45	4	9.22	0.000098**
Sex	48.68	48.68	1	3.79	0.056
Group x Sex	120.62	30.16	4	2.35	0.059
Error	8301.00	12.85	646		

*Significant 0.05
**Significant 0.01

As can be observed in Table 57 for the five study groups for the concept Counselor Advice - evaluative factor, the analysis of variance indicated there was no significant difference between males and females as measured by mean scores on the Semantic Differential Scales.

TABLE 58

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT COUNSELOR ADVICE (URGENCY) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	523.78	130.94	4	11.94	0.000003**
Sex	43.96	43.96	1	4.01	0.046*
Group x Sex	52.53	13.13	4	1.18	0.311
Error	7086.63	10.97	646		

*Significant 0.05
**Significant 0.01

In Table 58 it has been shown that for the five study groups for the concept Counselor Advice - urgency factor, the analysis of variance indicated there was a significant difference between males and females ($p<.05$) as measured by mean scores on the Semantic Differential Scales. As indicated in Table 54 (p. 138), females had a more positive attitude than did males.

TABLE 59

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT INDIVIDUAL COUNSELING (EVALUATIVE) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	538.14	134.54	4	10.55	0.00001**
Sex	117.39	117.39	1	9.21	0.003**
Group x Sex	28.29	7.07	4	0.56	0.696
Error	8238.56	12.75	646		

*Significant 0.05
**Significant 0.01

As can be observed in Table 59 for the five study groups for the concept Individual Counseling - evaluative factor, the analysis of variance indicated there was a significant difference (p<.01) between males and females as measured by mean scores on the Semantic Differential Scales. As indicated in Table 54 (p. 138), females had a more positive attitude than did males.

TABLE 60

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT INDIVIDUAL COUNSELING (URGENCY) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	540.80	135.20	4	12.79	0.00001**
Sex	54.23	54.23	1	5.13	0.024*
Group x Sex	6.45	1.61	4	.15	0.962
Error	6829.94	10.57	646		

*Significant 0.05
**Significant 0.01

In Table 60 it has been shown that for the five study groups for the concept Individual Counseling - urgency factor, the analysis of variance indicated there was a significant difference ($p<.05$) between males and females as measured by mean scores on the Semantic Differential Scales. As indicated in Table 54 (p. 138), females had a more positive attitude than did males.

TABLE 61

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT SCHOOL TEACHER (EVALUATIVE) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	202.95	50.74	4	4.37	0.001**
Sex	28.26	28.61	1	2.36	0.058
Group x Sex	20.05	5.01	4	0.43	0.786
Error	7499.63	11.61	646		

*Significant 0.05
**Significant 0.01

In Table 61 it has been shown that for the five study groups for the concept School Teacher - evaluative factor, the analysis of variance indicated there was no significant difference between males and females as measured by mean scores on the Semantic Differential Scales.

TABLE 62

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT SCHOOL TEACHER (URGENCY) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	525.83	131.46	4	16.61	0.000006**
Sex	12.95	12.95	1	1.64	0.201
Group x Sex	5.04	1.26	4	.16	0.959
Error	5114.19	7.92	646		

*Significant 0.05
**Significant 0.01

As can be observed in Table 62 for the five study groups for the concept School Teacher - urgency factor, the analysis of variance indicated there was no significant difference between males and females as measured by mean scores on the Semantic Differential Scales.

TABLE 63

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT HIGH SCHOOL COURSE PLANNING (EVALUATIVE) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	225.45	56.36	4	3.22	0.013*
Sex	44.20	44.20	1	2.52	0.113
Group x Sex	59.17	14.79	4	0.84	0.497
Error	11318.25	17.52	646		

*Significant 0.05
**Significant 0.01

In Table 63 it has been shown that for the five study groups for the concept High School Course Planning - evaluative factor, the analysis of variance indicated there was no significant difference between males and females as measured by mean scores on the Semantic Differential Scales.

TABLE 64

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT HIGH SCHOOL COURSE PLANNING (URGENCY) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	141.11	35.28	4	4.86	0.0007**
Sex	41.05	41.05	1	5.65	0.018*
Group x Sex	.26	.06	4	0.01	1.000
Error	4693.88	7.27	646		

*Significant 0.05
**Significant 0.01

As can be observed in Table 64 for the five study groups for the concept of High School Course Planning - urgency factor, the analysis of variance indicated there was a significant difference ($p<.05$) between males and females as measured by mean scores on the Semantic Differential Scales. As indicated in Table 54 (p. 138), females had a more positive attitude than did males.

TABLE 65

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT IDEAL COUNSELOR (EVALUATIVE) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	214.18	53.55	4	4.74	0.001**
Sex	65.37	65.37	1	5.79	0.016*
Group x Sex	31.44	7.86	4	.70	0.595
Error	7298.88	11.30	646		

*Significant 0.05
**Significant 0.01

In Table 65 it has been shown that for the five study groups for the concept Ideal Counselor - evaluative factor, the analysis of variance indicated there was a significant difference ($p<.05$) between males and females as measured by mean scores on the Semantic Differential Scales. As indicated in Table 54 (p. 138), females had a more positive attitude than did males.

TABLE 66

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT IDEAL COUNSELOR (URGENCY) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	222.29	55.57	4	4.86	0.0008**
Sex	129.16	129.16	1	11.29	0.001**
Group x Sex	16.03	4.01	4	.35	0.844
Error	7392.75	11.44	646		

*Significant 0.05
**Significant 0.01

As can be observed in Table 66 for the five study groups for the concept Ideal Counselor - urgency factor, the analysis of variance indicated there was a significant difference ($p<.01$) between males and females as measured by mean scores on the Semantic Differential Scales. As indicated in Table 54 (p. 138), females had a more positive attitude than did males.

TABLE 67

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT OCCUPATIONAL PLANNING (EVALUATIVE) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	PP
Groups	284.88	71.22	4	4.11	0.002**
Sex	114.51	114.51	1	6.61	0.010**
Group x Sex	31.74	7.94	4	.49	0.767
Error	11193.37	17.33	646		

*Significant 0.05
**Significant 0.01

In Table 67 it has been shown that for the five study groups for the concept Occupational Planning - evaluative factor, the analysis of variance indicated there was a significant difference ($p<.01$) between males and females as measured by mean scores on the Semantic Differential Scales. As indicated in Table 54 (p. 138), females had a more positive attitude than did males.

TABLE 68

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT OCCUPATIONAL PLANNING (URGENCY) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	78.11	19.53	4	2.22	0.067
Sex	66.60	66.60	1	7.57	0.006**
Group x Sex	12.77	3.19	4	.36	0.835
Error	5685.19	8.80	646		

*Significant 0.05
**Significant 0.01

As can be observed in Table 68 for the five study groups for the concept Occupational Planning - urgency factor, the analysis of variance indicated there was a significant difference ($p<.01$) between males and females as measured by mean scores on the Semantic Differential Scales. As indicated in Table 54 (p. 138), females had a more positive attitude than did males.

TABLE 69

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT IDEAL TEACHER (EVALUATIVE) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	206.80	51.70	4	4.87	0.0007**
Sex	37.43	37.43	1	3.53	0.061
Group x Sex	41.70	10.42	4	.98	0.416
Error	6853.13	10.60	646		

*Significant 0.05
**Significant 0.01

In Table 69 it has been shown that for the five study groups for the concept Ideal Teacher - evaluative factor, the analysis of variance indicated there was no significant difference between males and females as measured by mean scores on the Semantic Differential Scales.

TABLE 70

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT IDEAL TEACHER (URGENCY) ACCORDING TO SEX FOR THE FIVE STUDY GROUPS

Source	SS	MS	df	F	P
Groups	180.00	45.00	4	4.42	0.001**
Sex	18.76	18.76	1	1.84	0.175
Group x Sex	23.99	5.99	4	.59	0.671
Error	6583.63	10.19	646		

*Significant 0.05
**Significant 0.01

As can be observed in Table 70 for the five study groups for the concept Ideal Teacher - urgency factor, the analysis of variance indicated there was no significant difference between males and females as measured by mean scores on the Semantic Differential Scales.

As can be observed from Tables 55 through 70, for the five study groups there were significant differences between males and females for the evaluative and urgency factors of the concepts Counselor, Individual Counseling, Ideal Counselor, and Occupational Planning as well as for the urgency factor of the concepts High School Course Planning and Counselor Advice.

There were no significant differences between males and females for the evaluative and urgency factors of the concepts School Teacher, and Ideal Teacher as well as for the evaluative factor of the concepts Counselor Advice and High School Course Planning.

(b) Differences According to Four Age Levels

A two-way analysis of variance was conducted as a test of differences among the means of the four age levels of two of the groups (teachers and parents). Means and variances of the four age level groups have been presented in Table 71. Results of the analysis of variance indicated there was no significant differences among any of the age groups with regard to any of the eight concepts of the Semantic Differential Scales - evaluative and urgency factors. Thus, tables showing the summary of analysis of variance for the eight concepts (E and U) according to four age levels of these two study groups have been omitted.

TABLE 71

SUMMARY OF MEANS AND VARIANCES OF TWO OF THE STUDY GROUPS CLASSIFIED BY FOUR AGE LEVELS FOR THE EIGHT CONCEPTS OF THE SEMANTIC DIFFERENTIAL

Concepts		Age (26-35 yrs.)		Age (36-45 yrs.)		Age (46-55 yrs.)		Age (56-65 yrs.)	
		$\bar{X}$	Variance	$\bar{X}$	Variance	$\bar{X}$	Variance	$\bar{X}$	Variance
Counselor	E	14.35	18.17	15.31	19.34	15.57	14.89	15.74	11.09
	U	16.58	18.96	17.91	13.47	18.54	7.38	17.21	12.73
Counselor Advice	E	14.15	15.77	14.65	19.29	15.20	13.20	14.47	11.37
	U	15.65	15.05	17.31	12.92	17.67	9.15	16.53	10.04
Individual Counseling	E	14.74	14.55	15.48	17.73	15.57	13.66	16.05	11.39
	U	16.40	16.79	18.18	9.05	18.33	9.05	17.37	14.25
School Teacher	E	16.63	10.27	16.51	13.20	16.21	12.79	16.95	8.72
	U	18.96	7.79	19.61	4.36	19.69	4.06	18.37	12.13
High School Course Plan	E	14.35	19.45	14.82	18.52	15.24	19.66	15.00	26.33
	U	19.11	8.32	19.69	5.13	19.29	5.38	18.42	10.26
Ideal Counselor	E	17.64	13.61	17.34	13.76	17.15	11.32	16.89	15.54
	U	17.97	12.88	18.17	11.92	18.27	10.11	16.84	18.47
Occupational Planning	E	14.98	16.21	15.42	23.71	15.51	21.52	15.53	16.37
	U	18.10	13.26	18.88	10.34	19.35	5.68	19.05	8.16
Ideal Teacher	E	18.52	9.57	17.63	14.16	17.71	10.34	17.84	11.25
	U	19.00	8.43	18.55	12.04	19.05	9.31	17.95	9.39

(c) Differences According to Three Grade Levels of Students

With respect to educational level, a one-way analysis of variance was conducted as a test of differences among the means of the three educational levels (grade 10, 11 and 12) of students. Means and standard deviations of the three educational levels of students have been presented in Table 72. Because there was only one significant difference with respect to grade level only Tables 73 and 74 which indicated the significant difference have been presented.

TABLE 72

SUMMARY OF MEANS AND STANDARD DEVIATIONS OF THE THREE GRADE LEVELS OF STUDENTS FOR THE EIGHT CONCEPTS OF THE SEMANTIC DIFFERENTIAL

Concept		Gr. 10 (N-78)		Gr. 11 (N-75)		Gr. 12 (N=71)	
		X̄	S.D	X̄	S.D	X̄	S.D
Counselor	E	16.51	2.56	16.59	2.85	15.62	3.00
	U	17.23	3.32	17.68	3.54	17.17	3.32
Counselor Advice	E	15.71	2.92	16.03	2.99	15.55	2.96
	U	16.14	3.24	16.72	3.16	16.49	3.47
Individual Counseling	E	16.78	3.05	17.29	2.79	16.25	3.42
	U	17.15	3.22	17.47	3.23	17.18	3.50
School Teacher	E	15.85	2.90	15.20	3.95	15.76	3.42
	U	17.56	3.44	17.45	3.91	18.01	3.39
High School Course Plan	E	16.14	3.89	15.73	3.73	14.46	4.30
	U	18.49	3.23	18.68	2.57	18.61	3.55
Ideal Counselor	E	17.09	3.25	17.83	2.83	17.48	3.04
	U	16.91	3.71	17.75	3.34	17.63	3.20
Occupational Planning	E	16.59	3.57	16.05	4.08	15.79	3.55
	U	18.81	2.97	19.03	3.11	18.82	2.30
Ideal Teacher	E	17.05	3.36	17.85	2.80	17.52	3.08
	U	17.46	3.46	18.09	3.48	18.44	2.94

TABLE 73

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT HIGH SCHOOL COURSE PLANNING (EVALUATIVE) FOR THE THREE GRADE LEVELS

Source	SS	MS	df	F	P
Groups	112.06	56.03	2	3.55	0.030*
Error	3489.78	15.79	221		

*Significant 0.05
**Significant 0.01

TABLE 74

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Grade 10	Grade 11	Grade 12
Grade 10	-	.82	.03*
Grade 11		-	.16
Grade 12			-

*Significant 0.05
**Significant 0.01

As can be observed in Table 74 for students for the concept High School Course Planning - evaluative factor, the Scheffé test indicated there was a significant difference between grade 10 and grade 12 students ($p < .05$) as measured by mean scores on the Semantic Differential Scales.

As indicated in Table 72, grade 10 students had a more positive attitude than did grade 12 students.

(d) Differences According to Five Educational Levels of Parents

With respect to educational level, a one-way analysis of variance was conducted as a test of differences among the means of the five educational levels within which the parent sample fell. Means and standard deviations of the five educational levels have been presented in Table 75. Because there was only one significant difference with respect to educational level of parents, only Tables 76 and 77 which indicated this significant difference have been presented.

TABLE 75

SUMMARY OF MEANS AND STANDARD DEVIATIONS OF THE (5) EDUCATIONAL LEVELS OF PARENTS FOR THE (8) CONCEPTS OF THE SEMANTIC DIFFERENTIAL SCALE

Concept		Ed.=Elementary		Ed.=Jr.High		Ed.=Sr.High		Ed.=Uni.Degree		Ed.=Technical or Trade	
		$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D
Counselor	E	16.59	2.94	16.33	4.04	15.96	4.17	14.13	3.96	15.20	4.31
	U	18.53	3.74	19.38	2.29	18.37	3.41	17.31	3.74	18.54	2.76
Counselor Advice	E	15.88	3.16	16.02	4.08	15.52	4.27	14.06	3.62	14.43	3.99
	U	16.82	3.49	18.75	2.48	17.86	3.43	17.00	3.58	17.68	3.19
Individual Counseling	E	16.82	2.60	16.52	3.71	15.98	4.10	14.81	4.42	15.00	4.29
	U	18.12	3.18	18.83	2.76	18.46	3.13	18.75	2.44	18.35	2.96
School Teacher	E	16.59	3.71	15.83	3.63	16.48	3.70	16.69	2.44	16.10	4.02
	U	19.53	2.55	19.71	2.44	19.70	2.20	19.56	1.46	19.87	1.92
High School Course Plan	E	17.29	2.39	15.46	4.27	14.74	4.90	15.44	2.92	14.80	4.71
	U	18.88	2.87	19.02	2.92	19.52	2.16	19.69	1.60	19.64	2.63
Ideal Counselor	E	16.53	4.37	16.38	3.79	17.47	3.34	16.81	3.53	17.32	3.53
	U	17.18	4.67	17.98	3.45	18.30	3.00	17.31	3.52	18.32	3.47
Occupational Planning	E	18.82	1.67	16.10	5.08	15.98	4.59	15.19	4.56	14.77	5.18
	U	19.71	1.45	19.00	4.07	19.02	3.18	18.56	2.63	19.54	2.29
Ideal Teacher	E	16.82	5.09	16.77	3.88	17.63	3.52	17.69	3.53	18.26	3.11
	U	17.82	4.72	18.48	3.95	18.90	2.95	17.06	3.84	19.04	2.94

TABLE 76

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT OCCUPATIONAL PLANNING (EVALUATIVE) FOR THE (5) EDUCATIONAL LEVELS OF PARENTS

Source	SS	MS	df	F	P
Group	242.20	60.55	4	2.70	0.031*
Error	5289.64	22.44	236		

*Significant 0.05
**Significant 0.01

TABLE 77

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Elem.	Jr. H.	Sr. H.	Univ. D.	Tech. or Trade
Elem.	-	.39	.27	.30	.04*
Jr. H.		-	.99	.98	.69
Sr. H.			-	.98	.63
Univ. D				-	.99
Tech. or Trade					-

*Significant 0.05
**Significant 0.01

As indicated in Table 77 for parents for the concept Occupational Planning - evaluative factor, the Scheffé test indicated there was a significant difference between parents with elementary school education and parents with technical or trade training ($p<.05$). As measured by mean scores on the Semantic Differential Scales. As indicated in Table 75, parents with elementary school education had a more positive attitude than did parents with technical or trade training.

(e) Differences According to Religion

A two-way analysis of variance was conducted as a test of differences between the means of the two religions (Catholic and Protestant) of the six study groups. Means and variances of the two religions (Protestant and Catholic) have been presented in Table 78.

Results of the analysis of variance indicated there were no significant differences between Protestants and Catholics with respect to any of the eight concepts of the Semantic Differential Scales - evaluative and urgency factors. Thus, tables showing the summary of analysis of variance for the eight concepts (E and U) according to religion for the six study groups have been omitted.

TABLE 78

SUMMARY OF MEANS AND VARIANCES OF THE SIX STUDY GROUPS CLASSIFIED BY RELIGION ON THE EIGHT CONCEPTS OF THE SEMANTIC DIFFERENTIAL

Concepts		Protestant		Catholic	
		$\bar{X}$	Variance	$\bar{X}$	Variance
Counselor	E	15.67	14.60	16.02	12.85
	U	[illegible].69	12.39	17.76	11.36
Counselor	E	15.10	13.47	15.29	13.38
Advice	U	16.96	11.54	16.87	10.87
Individual	E	15.95	13.11	16.08	13.40
Counseling	U	17.75	11.48	17.66	10.13
School	E	16.14	11.29	16.33	12.87
Teacher	U	18.92	8.19	18.76	9.21
High School	E	14.98	19.73	15.33	15.73
Course Planning	U	19.10	7.14	19.22	7.64
Ideal	E	17.41	11.97	17.62	11.22
Counselor	U	17.89	12.60	18.03	10.97
Occupational	E	15.85	19.09	15.63	16.20
Planning	U	18.85	9.30	18.89	8.31
Ideal	E	17.75	11.96	17.92	9.72
Teacher	U	18.64	10.37	18.50	10.31

Hypothesis 2 - There will be no significant differences in attitudes toward the present counseling services of the six study groups according to sex, age, educational level and religion.

In summary Hypothesis 2 was supported according to sex on the evaluative and urgency factors of the concepts Counselor, Individual Counseling, Ideal Counselor, and Occupational Planning as well as for the urgency factor of the concepts High School Course Planning and Counselor Advice. In all cases where there were differences females had a more positive attitude than did males. Hypothesis 2 was not supported according to sex for the evaluative and urgency factors of the concepts School Teacher and Ideal Teacher as well as for the evaluative factor of the concepts Counselor Advice and High School Course Planning.

Hypothesis 2 was not supported according to age levels of the two groups (teachers and parents) involved in the analyses. There were no significant differences in attitude toward present counseling services as measured by mean scores on the Semantic Differential among the four age levels.

With two exceptions, Hypothesis 2 was not supported according to educational level. Hypothesis 2 was supported according to educational level on the evaluative factor of the concept High School Course Planning where grade 10 students had a more positive attitude than did grade 12 students. Hypothesis 2 was also supported according to educational level on the evaluative factor of the concept

Occupational Planning where parents with an elementary school education had a more positive attitude than did parents with technical or trade training.

Hypothesis 2 was not supported with respect to religion. There were no significant differences in attitude toward present counseling services as measured by mean scores on the Semantic Differential between Protestants and Catholics.

Hypothesis 3-A

There will be significant differences in educational viewpoint of the six study groups towards current educational issues as measured by mean scores on the Current Educational Issues Scale.

With respect to Hypothesis 3-A the differences between means were tested using a one-way analysis of variance.

For the convenience of the reader the twelve issues included in the Current Educational Issues Scale have been listed below.

Issue 1	Drug and alcohol education may be defined as education which attempts to provide available accurate information about drug and alcohol use and presents all sides of the question involving their use. As defined, all schools should make Drug and Alcohol education available to all students.
Issue 2	Family Life education may be defined as education which attempts to provide opportunities which will assist young people in clarifying their own value positions in relation to others and provides opportunities for them to make sound decisions regarding their personal lives. As defined, all schools should make Family Life education available to all students.
Issue 3	All schools should make traditional religious education (e.g. Bible reading, group prayer) available to all students.

Issue 4 Discipline in the schools should be less strict.

Issue 5 More emphasis should be placed on the 3R's - a basic mastery of skills and subject matter.

Issue 6 There should be a standardized curriculum for all Alberta schools.

Issue 7 School attendance should be more strictly enforced.

Issue 8 More money should be spent in schools for experimentation in areas such as team teaching, open area schools and teacher aides.

Issue 9 Students with physical, emotional, or learning disabilities should be kept in an ordinary classroom with standard curriculum and be encouraged to compete as they will have to do in later life.

Issue 10 When some children do poorly in school the chief blame should be placed on the school.

Issue 11 Education should be more concerned with meeting needs of individuals rather than focusing on course content.

Issue 12 All courses and textbooks in schools should have more Canadian content.

Means of the six study groups for the 12 issues have been indicated in Table 79.

TABLE 79

SUMMARY OF MEANS OF THE SIX STUDY GROUPS FOR THE TWELVE CURRENT EDUCATIONAL ISSUES

Issues	Trustees	Administrators	Counselors	Teachers	Students	Parents
1	1.63	1.64	1.33	1.63	1.73	1.55
2	2.05	2.09	1.33	1.67	1.85	1.70
3	2.32	2.55	2.20	2.46	2.67	2.25
4	3.16	3.27	3.07	3.13	2.49	3.38
5	2.16	2.36	2.00	1.89	2.51	1.91
6	3.00	3.18	2.67	2.54	2.50	1.77
7	2.58	2.55	2.13	2.19	2.96	1.71
8	2.26	2.09	1.67	2.34	1.97	2.60
9	3.11	2.36	2.80	2.78	2.28	2.50
10	3.21	3.36	3.27	3.21	3.17	3.02
11	1.89	1.91	1.67	2.09	1.77	1.96
12	1.79	2.27	1.73	1.90	1.84	1.72

General Trends on Current Educational Issues

Mean scores for Issue 1 indicated that all groups tended to agree that Drug and Alcohol education should be made available to all students.

Mean scores for Issue 2 indicated that all groups tended to agree that Family Life education should be made available to all students.

Mean scores for Issue 3 indicated that trustees, counselors, teachers and parents agreed that traditional religious education should be made available to all students. Administrators and students tended to disagree that religious education should be made available to all students.

Mean scores for Issue 4 indicated that all groups except students disagreed that discipline in the schools should be less strict.

Mean scores for Issue 5 indicated that all groups except students agreed that more emphasis should be placed on the 3R's. Students tended to be undecided on this issue.

For Issue 6, mean scores indicated that trustees, administrators, and counselors disagreed that there should be a standardized curriculum for all Alberta schools. Teachers and students were undecided and parents agreed that there should be a standardized curriculum.

Mean scores for Issue 7 indicated that trustees, administrators and students disagreed that school attendance should be more strictly enforced. Counselors, teachers and parents agreed that attendance should be more strictly enforced.

Mean scores for Issue 8 indicated that all groups except parents agreed that more money should be spent in schools for experimentation. Parents tended to disagree with this issue as stated.

For Issue 9 mean scores indicated that trustees, counselors and teachers disagreed that students with various disabilities should be kept in an ordinary classroom. Parents were undecided and administrators and students agreed with this issue as stated.

Mean scores for Issue 10 indicated that all groups disagreed that when children do poorly in school the chief blame should be placed on the school.

For Issue 11 mean scores indicated all groups tended to agree that education should be more concerned with meeting needs of individuals rather than focusing on course content.

Mean scores for Issue 12 indicated all groups agreed that all courses and textbooks in schools should have more Canadian content.

As was stated earlier, Hypothesis 3-A was tested by means of a one-way analysis of variance. Results of tests of Hypothesis 3-A have been presented in Tables 80 through 113.

TABLE 80

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 1

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	1.63	.96
2. Administrators	11	1.64	.81
3. Counselors	15	1.33	.62
4. Teachers	155	1.63	.56
5. Students	224	1.73	.74
6. Parents	243	1.55	.67
Total	667	1.63	.69

TABLE 81

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 1 FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	5.16	1.03	5	2.21	0.061
Error	308.63	.47	661		

*Significant 0.05
**Significant 0.01

The summary of analysis of variance as shown in Table 81 indicated there were no significant mean score differences for the six study groups for Issue 1 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 80, all groups tended to agree that Drug and Alcohol education should be made available to all students.

TABLE 82

MEANS AND STANDARD DEVIATIONS OF THE SIX
STUDY GROUPS FOR ISSUE 2

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	2.05	1.03
2. Administrators	11	2.09	.83
3. Counselors	15	1.33	.49
4. Teachers	155	1.67	.70
5. Students	224	1.85	.69
6. Parents	243	1.70	.68
Total	667	1.75	.71

TABLE 83

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 2 FOR THE SIX STUDY GROUPS

Source	SS.	MS	df	F	P
Groups	9.37	1.87	5	3.83	0.002**
Error	323.32	.49	661		

*Significant 0.05
**Significant 0.01

TABLE 84

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	1.00	.12	.41	.91	.48
Admin.		-	.19	.59	.94	.65
Counselors			-	.67	.18	.57
Teachers				-	.32	.99
Students					-	.39
Parents						-

*Significant 0.05
**Significant 0.01

The summary of analysis of variance as shown in Table 83 indicated there were significant mean score differences for the six study groups, however, the Scheffé test for comparison of means revealed in Table 84 indicated there were no significant mean score differences between any of the six study groups for Issue 2 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 82, all groups agreed that Family Life education should be made available to all students.

TABLE 85

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 3

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	2.32	.75
2. Administrators	11	2.55	1.21
3. Counselors	15	2.20	.77
4. Teachers	155	2.46	1.03
5. Students	224	2.67	.84
6. Parents	243	2.25	.86
Total	667	2.44	.91

TABLE 86

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 3 FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P'
Groups	21.78	4.36	5	5.42	0.00007**
Error	530.86	.80	661		

*Significant 0.05
**Significant 0.01

TABLE 87

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.99	.99	.75	.99
Admin.		-	.97	.99	.99	.95
Counselors			-	.95	.58	1.00
Teachers				-	.47	.35
Students					-	.00**
Parents						-

*Significant 0.05
**Significant 0.01

The Scheffé test for comparison of means as shown in Table 87 indicated there was a significant mean score difference between students and parents (p<.01) for Issue 3 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 85 parents tended to agree that traditional religious education should be made available to all students while students tended to disagree with this premise.

TABLE 78

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 4

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	3.16	.83
2. Administrators	11	3.27	.47
3. Counselors	15	3.07	.26
4. Teachers	155	3.13	.75
5. Students	224	2.49	.78
6. Parents	243	3.38	.71
Total	667	3.01	.83

TABLE 89

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 4 FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	96.75	19.35	5	35.51	0.000002**
Error	360.21	.54	661		

*Significant 0.05
**Significant 0.01

TABLE 90

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.99	1.00	.00**	.90
Admin.		-	.99	.99	.04*	.99
Counselors			-	.99	.13	.77
Teachers				-	.00**	.06
Students					-	.00**
Parents						-

*Significant 0.05
**Significant 0.01

The Scheffé test for comparison of means as shown in Table 90 indicated there was a significant mean score difference between trustees and students ($p<.01$), between administrators and students ($p<.05$), between teachers and students ($p<.01$), and between students and parents ($p<.01$) for Issue 4 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 88, trustees, administrators, teachers and parents disagreed that discipline should be less strict while students tended to agree that discipline should be less strict.

TABLE 91

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 5

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	2.16	.96
2. Administrators	11	2.36	.50
3. Counselors	15	2.00	.65
4. Teachers	155	1.89	.81
5. Students	224	2.51	.81
6. Parents	243	1.91	.80
Total	667	2.12	.85

TABLE 92

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 5 FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	53.30	10.66	5	16.49	0.000005**
Error	427.37	.65	661		

*Significant 0.01

**Significant 0.05

TABLE 93

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.99	.87	.65	.90
Admin.		-	.94	.61	.99	.65
Counselors			-	.99	.34	1.00
Teachers				-	.00**	1.00
Students					-	.00**
Parents						-

*Significant 0.05

**Significant 0.01

The Scheffé test for comparison of means revealed in Table 93 indicated there was a significant mean score difference between teachers and students ($p<.01$) and between students and parents ($p<.01$) for Issue 5 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 91, teachers and parents tended to agree that more emphasis should be placed on the 3R's while students tended to be undecided on this issue.

TABLE 94

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 6

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	3.00	.94
2. Administrators	11	3.18	.87
3. Counselors	15	2.67	.90
4. Teachers	155	2.54	.87
5. Students	224	2.50	.98
6. Parents	243	1.77	.84
Total	667	2.28	.98

TABLE 95

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 6 FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	105.25	21.05	5	25.86	0.000004**
Error	537.99	0.81	661		

*Significant 0.05
**Significant 0.01

TABLE 96

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.95	.50	.38	.00**
Admin.		-	.84	.40	.32	.00**
Counselors			-	.99	.99	.01**
Teachers				-	.99	.00**
Students					-	.00**
Parents						-

*Significant 0.05
**Significant 0.01

The Scheffé test for comparison of means as shown in Table 96 indicated there was a significant mean score difference between trustees and parents (p<.01), between administrators and parents (p<.01), between counselors and parents (p<.01), between teachers and parents (p<.01), and between students and parents (p<.01) for Issue 6 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 94, trustees, administrators, and counselors disagreed that there should be a standardized curriculum for Alberta schools. Teachers and students were undecided and parents agreed with this issue as stated.

TABLE 97

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 7

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	2.58	.96
2. Administrators	11	2.55	.82
3. Counselors	15	2.13	.83
4. Teachers	155	2.19	.90
5. Students	224	2.96	.86
6. Parents	243	1.71	.70
Total	667	2.29	.97

TABLE 98

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 7 FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	183.53	36.71	5	54.94	0.000001**
Error	441.63	.67	661		

*Significant 0.05
**Significant 0.01

TABLE 99

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	1.00	.78	.57	.59	.00**
Admin.		-	.90	.85	.76	.06
Counselors			-	1.00	.02*	.60
Teachers				-	.00**	.00**
Students					-	.00**
Parents						-

*Significant 0.05
**Significant 0.01

The Scheffé test for comparison of means as shown in Table 99 indicated there was a significant mean score difference between trustees and parents ($p<.01$), between counselors and students ($p<.05$), between teachers and students ($p<.01$), between teachers and parents ($p<.01$) and between students and parents ($p<.01$) for Issue 7 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 97 trustees and students disagreed that school attendance should be more strictly enforced while counselors, teachers and parents agreed that attendance should be more strictly enforced.

TABLE 100

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 8

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	2.26	.65
2. Administrators	11	2.09	1.04
3. Counselors	15	1.67	.62
4. Teachers	155	2.33	.90
5. Students	224	1.97	.83
6. Parents	243	2.60	.81
Total	667	2.29	.88

TABLE 101

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 8 FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	53.18	10.64	5	15.34	0.000006**
Error	458.40	.69	661		

*Significant 0.05
**Significant 0.01

TABLE 102

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.51	.99	.83	.70
Admin.		-	.90	.97	.99	.55
Counselors			-	.12	.86	.00**
Teachers				-	.00**	.08
Students					-	.00**
Parents						-

*Significant 0.05
**Significant 0.01

The Scheffé test for comparison of means as shown in Table 102 indicated there was a significant mean score difference between counselors and parents (p<.01), between teachers and students (p<.01), and between students and parents (p<.01) for Issue 8 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 100, counselors, teachers and students tended to agree that more money should be spent in the schools for experimentation while parents tended to disagree with this issue as stated. It may be noted that both teachers and students tended to agree with this issue as stated, however students agreed more strongly than did teachers.

TABLE 103

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 9

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	3.11	.88
2. Administrators	11	2.36	.67
3. Counselors	15	2.80	1.08
4. Teachers	155	2.78	.71
5. Students	224	2.28	.91
6. Parents	243	2.51	.80
Total	667	2.52	.85

TABLE 104

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 9 FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	31.29	6.26	5	9.16	0.000008**
Error	451.30	.68	661		

*Significant 0.05
**Significant 0.01

TABLE 105

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.35	.95	.76	.00**	.10
Admin.		-	.88	.76	.99	.99
Counselors			-	1.00	.35	.88
Teachers				-	.00**	.07
Students					-	.13
Parents						-

*Significant 0.05
**Significant 0.01

The Scheffé test for comparison of means as shown in Table 105 indicated there was a significant mean score difference between trustees and students ($p<.01$) and between teachers and students ($p<.01$) for Issue 9 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 103 trustees and teachers disagreed that students with various disabilities should be placed in ordinary classrooms while students tended to agree with this issue as stated.

TABLE 106

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 10

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	3.21	.63
2. Administrators	11	3.36	.67
3. Counselors	15	3.27	.80
4. Teachers	155	3.21	.69
5. Students	224	3.17	.66
6. Parents	243	3.02	.64
Total	667	3.13	.66

TABLE 107

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 10 FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	5.39	1.08	5	2.46	0.031*
Error	289.52	.44	661		

*Significant 0.05
**Significant 0.01

TABLE 108

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	1.00	1.00	.99	.91
Admin.		-	.99	.99	.97	.72
Counselors			-	.99	.99	.85
Teachers				-	.99	.17
Students					-	.28
Parents						-

*Significant 0.05
**Significant 0.01

The summary of analysis of variance as shown in Table 107 indicated there were significant mean score differences for the six study groups, however, the Scheffé test for comparison of means presented in Table 108 indicated there were no significant mean score differences between any of the six study groups for Issue 10 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 106 all groups disagreed that when some children do poorly in school the chief blame should be placed on the school.

TABLE 109

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 11

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	1.89	.66
2. Administrators	11	1.91	.70
3. Counselors	15	1.67	.72
4. Teachers	155	2.09	.71
5. Students	224	1.77	.70
6. Parents	243	1.96	.74
Total	667	1.92	.72

TABLE 110

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 11 FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	11.10	2.22	5	4.35	0.0006**
Error	337.36	.51	661		

*Significant 0.05
**Significant 0.01

TABLE 111

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	1.00	.97	.94	.99	.99
Admin.		-	.98	.99	.99	1.00
Counselors			-	.44	.99	.79
Teachers				-	.00**	.70
Students					-	.12
Parents						-

*Significant 0.05
**Significant 0.01

The Scheffé test for comparison of means as shown in Table 111 indicated there was a significant mean score difference between teachers and students (p<.01) for Issue 11 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 109, although both teachers and students agreed that education should be concerned with meeting needs of individuals rather than focusing on course content, students agreed more strongly than did teachers.

TABLE 112

MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR ISSUE 12

Groups	Number	$\bar{X}$	S.D
1. Trustees	19	1.79	.63
2. Administrators	11	2.27	1.01
3. Counselors	15	1.73	.59
4. Teachers	155	1.90	.69
5. Students	224	1.84	.82
6. Parents	243	1.72	.71
Totals	667	1.81	.75

TABLE 113

SUMMARY OF ANALYSIS OF VARIANCE FOR ISSUE 12
FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	5.95	1.19	5	2.14	0.059
Error	368.24	.56	661		

*Significant 0.05
**Significant 0.01

The summary of analysis of variance as shown in Table 113 indicated there were no significant mean score differences for the six study groups for Issue 12 as measured by mean scores on the Current Educational Issues Scale. As indicated in Table 112, all groups agreed that courses and textbooks should have more Canadian content.

Hypothesis 3-A - There will be significant differences in educational viewpoint of the six study groups towards current educational issues as measured by mean scores on the Current Educational Issues Scale.

Hypothesis 3-A was supported with respect to Issues 3, 4, 5, 6, 7, 8, 9 and 11. Hypothesis 3-A was not supported with respect to Issues 1, 2, 10, and 12.

Hypothesis 3-B

There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and educational viewpoint on current educational issues as measured by scores on the Current Educational Issues Scale.

Hypothesis 3-B was tested by computing a correlation between the evaluative scores on the Semantic Differential and the urgency scores on the Semantic Differential and scores on each issue in the Current Educational Issues Scale. Results of tests of Hypothesis 3-B have been indicated in Tables 114 through 121. The t test results (indicated by asterisks) for the significance of difference between correlation coefficients have also been indicated in Tables 114 through 121.

An examination of the evaluative and urgency scores on the Semantic Differential Scales and scores on the Current Educational Issues Scale for the six study groups indicated that throughout the discussion of results following each of the Tables a significant positive correlation indicated that the higher the attitude toward the concept stated the greater the degree of agreement with the issue as stated or the lower the attitude toward the concept stated the lower the degree of agreement with the issue as stated. A significant negative correlation indicated that the higher the attitude toward the concept stated the lower the degree of agreement with the issue as stated or the lower the attitude toward the concept stated the greater the degree of agreement with the issue as stated.

TABLE 114

CORRELATION BETWEEN THE CONCEPT COUNSELOR AND THE TWELVE CURRENT EDUCATIONAL ISSUES

Issue	Trustees		Admin.		Counselors		Teachers		Students		Parents	
	E	U	E	U	E	U	E	U	E	U	E	U
1	.69**	.47*	.65*	.65*	.68**	.04	.12	.17*	.05	.07	.08	.07
2	.23	.24	-.05	-.17	.36	-.19	.02	.03	.17*	.29**	.09	.17**
3	.09	.24	.00	-.19	.21	.08	.25**	.19*	-.00	.07	-.06	-.15*
4	.12	.16	-.16	-.34	-.37	-.22	.05	.09	.03	.07	-.02	-.08
5	.15	-.12	.38	.02	-.31	-.06	-.14	-.18*	.11	.03	-.09	-.05
6	.10	.12	.13	-.12	.21	.40	-.16	-.15	.17*	.06	-.04	-.01
7	-.04	-.35	.65*	.60	.50	.42	-.04	-.01	.06	-.04	-.04	-.01
8	.23	.07	-.36	-.22	.11	.21	.16*	-.21**	.02	.09	.12	-.02
9	-.29	-.26	-.11	-.12	-.23	-.34	-.09	-.11	.06	.09	.04	.06
10	-.01	-.24	.00	-.25	-.27	-.33	.01	.07	-.12	-.11	-.15*	-.09
11	.24	.58**	-.32	-.05	-.02	.13	.13	.17*	.02	.06	-.08	.09
12	.14	-.04	.45	-.24	.11	.06	.05	.02	.01	-.04	-.06	.03

*Significant 0.05
**Significant 0.01

(a) Correlation Between the Concept Counselor (E and U) and the Twelve Current Educational Issues

The results of the correlation between the concept Counselor - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups has been indicated in Table 114.

It may be observed from Table 114 that for Issue 1 there was a significant positive correlation for school trustees ($p<.01$ for E, $p<.05$ for U), for administrators ($p<.05$ for E, $p<.05$ for U), for counselors ($p<.01$ for E), and for students ($p<.05$ for U) between attitude toward the concept Counselor and degree of agreement that Drug and Alcohol education should be made available to all students.

In Table 114 it was indicated that for Issue 2 there was a significant positive correlation for students ($p<.05$ for E, $p<.01$ for U) and for parents ($p<.01$ for U) between attitude toward the concept Counselor and degree of agreement that Family Life education should be made available to all students.

In Table 114 it was indicated that for Issue 3 there was a significant positive correlation for teachers ($p<.01$ for E, $p<.05$ for U) and for parents ($p<.05$ for U) between attitude toward the concept Counselor and degree of agreement that traditional religious education should be made available to all students.

In Table 114 it was indicated that for Issue 5 for teachers there was a significant negative correlation ($p<.05$) between attitude toward the concept Counselor and degree of agreement that more emphasis should be placed on the 3R's.

In Table 114 it was indicated that for Issue 6 for students *there was a significant positive correlation ($p<.05$ for E) between* attitude toward the concept Counselor and degree of agreement that there should be a standardized curriculum for all Alberta schools.

In Table 114 it was indicated that for Issue 7 for administrators there was a significant positive correlation (p<.05 for E) between attitude toward the concept counselor and degree of agreement that school attendance should be more strictly enforced.

In Table 114 it was indicated that for Issue 8 for teachers there was a significant positive correlation (p<.05 for E) and a significant negative correlation (p<.01 for U) between attitude toward the concept Counselor and degree of agreement that more money should be spent in schools for experimentation.

In Table 114 it was indicated for Issue 10 for parents there was a significant negative correlation (p<.05) between attitude toward the concept Counselor and degree of agreement that when some children do poorly in school the chief blame should be placed on the school.

In Table 114 it was indicated for Issue 11 there was a significant positive correlation for school trustees (p<.01 for E), and for teachers (p<.05 for U) between attitude toward the concept Counselor and degree of agreement that education should be more concerned with meeting needs of individuals rather than focusing on course content.

There were no more significant correlations between the concept Counselor - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

(b) Correlation Between the Concept Counselor Advice (E and U) and the Twelve Current Educational Issues

TABLE 115

CORRELATION BETWEEN THE CONCEPT COUNSELOR ADVICE AND THE TWELVE CURRENT EDUCATIONAL ISSUES

Issues	Trustees		Admin.		Counselors		Teachers		Students		Parents	
	E	U	E	U	E	U	E	U	E	U	E	U
1	.43	.63**	.76**	.48	.20	-.04	.15	.18*	.07	.12	.05	.15*
2	.21	.04	.10	-.27	-.13	-.18	.16*	.11	.11	.21**	.06	.23**
3	.37	.13	-.09	-.11	.37	.00	.28**	.25**	.04	.07	-.09	-.12
4	.13	.18	-.21	-.15	-.05	.04	-.01	.09	-.02	.03	.04	-.01
5	.06	.07	.39	.12	.29	.40	-.14	-.11	.13	-.01	-.16*	-.01
6	.15	-.16	.14	-.05	.34	.39	-.17*	-.16*	.09	.04	-.04	-.01
7	-.22	-.19	.70*	.62*	.39	.17	.08	-.01	.03	-.09	-.10	-.00
8	.01	.24	-.41	-.26	.15	.30	.18*	.23**	.08	.11	.10	.00
9	-.22	-.21	-.15	-.06	.19	.15	-.12	-.14	07	.12	.03	-.05
10	-.35	-.15	-.09	-.35	.14	-.10	.07	.05	-.02	-.05	-.17**	-.18**
11	.31	.41	-.30	-.04	-.29	-.29	.10	.18*	.07	.08	-.03	.10
12	.18	.12	.29	.03	.40	.35	.02	-.04	-.05	-.07	-.04	.09

*Significant 0.05

**Significant 0.01

In Table 115 the author presented the results of the correlation between the concept Counselor Advice - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

It may be observed from Table 115 that for Issue 1 there was a significant positive correlation for school trustees (p<.01 for U), for administrators (p<.01 for E), for teachers (p<.05 for U) and for parents (p<.05 for U) between attitude toward the concept Counselor Advice and degree of agreement that Drug and Alchohol education should be made available to all students.

In Table 115 it was indicated that for Issue 2 there was a significant positive correlation for teachers (p<.05 for E), for students (p<.01 for U) and for parents (p<.01 for E) between attitude toward the concept Counselor Advice and degree of agreement that Family Life education should be made available to all students.

In Table 115 it was indicated that for Issue 3 for teachers there was a significant positive correlation (p<.01 for E, p<.01 for U) between attitude toward the concept Counselor Advice and degree of agreement that traditional religious education should be made available to all students.

In Table 115 it was indicated that for Issue 5 for parents there was a significant negative correlation (p<.05 for E) between attitude toward the concept Counselor Advice and degree of agreement that more emphasis should be placed on the 3R's.

In Table 115 it was indicated that for Issue 6 for teachers there was a significant negative correlation ($p<.05$ for E, $p<.05$ for U) between attitude toward the concept Counselor Advice and degree of agreement that there should be a standardized curriculum for all Alberta schools.

In Table115 it was indicated that for Issue 7 for administrators there was a significant positive correlation ($p<.05$ for E, $p<.05$ for U) between attitude toward the concept Counselor Advice and degree of agreement that school attendance should be more strictly enforced.

It may be observed from Table 115 that for Issue 8 for teachers there was a significant positive correlation ($p<.05$ for E, $p<.01$ for U) between attitude toward the concept Counselor Advice and degree of agreement that more money should be spent in schools for experimentation.

In Table 115 it was indicated that for Issue 10 for parents there was a significant negative correlation ($p<.01$ for E, $p<.01$ for U) between attitude toward the concept Counselor Advice and degree of agreement that when some children do poorly in school the chief blame should be placed on the school.

In Table 115 it was indicated that for Issue 11 for teachers there was a significant positive correlation ($p<.05$ for U) between attitude toward the concept Counselor Advice and degree of agreement that education should be more concerned with meeting needs of individuals rather than focusing on course content.

There were no more significant correlations between the concept Counselor Advice - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

(c) Correlation Between the Concept Individual Counseling (E and U) and the Twelve Current Educational Issues

TABLE 116

CORRELATION BETWEEN THE CONCEPT INDIVIDUAL COUNSELING AND THE TWELVE CURRENT EDUCATIONAL ISSUES

Issues	Trustees		Admin.		Counselors		Teachers		Students		Parents	
	E	U	E	U	E	U	E	U	E	U	E	U
1	.58**	.65**	.61*	.66*	-.17	.13	.17*	.19*	-.00	.13*	.04	.11
2	.37	-.03	.31	-.10	-.05	-.03	.00	-.02	.16*	.27**	.11	.22**
3	.26	.18	-.12	-.33	.22	-.18	.15	.14	-.02	.02	-.02	-.13**
4	.32	.05	-.02	-.16	.07	.33	.02	.09	-.04	-.07	-.03	-.04
5	.04	.23	.42	.20	.00	-.08	-.20*	-.13	.09	-.02	-.10	-.09
6	.07	.05	.03	.20	-.06	.18	-.12	.03	.05	.07	.02	.02
7	-.22	.14	.49	.69*	.41	.21	.00	.05	.05	-.06	-.05	-.02
8	.10	.19	-.27	-.40	.36	.11	.17*	.16	.08	.12	.11	.07
9	-.25	.00	.01	-.04	-.41	-.10	-.08	-.07	-.03	-.02	.04	-.04
10	-.32	-.22	-.12	-.23	-.25	-.38	.07	.01	-.06	-.03	-.18**	-.17**
11	.43	.15	-.31	-.25	.14	.37	.13	.15	.12	.15*	-.05	.12
12	.13	.30	.61	.05	-.06	.01	-.02	-.01	-.01	.03	-.08	.09

*Significant 0.05
**Significant 0.01

In Table 116 the author has presented the results of the correlation between the concept Individual Counseling - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

It may be observed from Table 116 that for Issue 1 there was a significant positive correlation for school trustees ($p<.01$ for E, $p<.01$ for U), for administrators ($p<.05$ for E, $p<.05$), for teachers ($p<.05$ for E, $p<.05$ for U), and for students ($p<.05$ for U) between attitude toward the concept Individual Counseling and degree of agreement that Drug and Alcohol education should be made available to all students.

In Table 116 it was indicated that for Issue 2 there was a significant positive correlation for students ($p<.05$ for E, $p<.01$ for U) and for parents ($p<.01$ for U) between attitude toward the concept Individual Counseling and degree of agreement that Family Life education should be made available to all students.

In Table 116 it was indicated that for Issue 3 there was a significant negative correlation for parents ($p<.05$ for U) between attitude toward the concept Individual Counseling and degree of agreement that traditional religious education should be made available to all students.

In Table 116 it was indicated that for Issue 5 for teachers there was a significant negative correlation ($p<.05$ for E) between attitude toward the concept Individual Counseling and degree of agreement that more emphasis should be placed on the 3R's.

In Table 116 it was indicated that for Issue 7 for administrators there was a significant positive correlation (p<.05 for U) between attitude toward the concept Individual Counseling and degree of agreement that school attendance should be more strictly enforced.

In Table 116 it was indicated that for Issue 8 for teachers there was a significant positive correlation (p<.05 for E) between the concept Individual Counseling and degree of agreement that more money should be spent in schools for experimentation.

It may be observed from Table 116 that for Issue 10 for parents there was a significant negative correlation (p<.01 for E, p<.01 for U) between the concept Individual Counseling and degree of agreement that when some children do poorly in school the chief blame should be placed on the school.

In Table 116 it was indicated that for Issue 11 for students there was a significant positive correlation (p<.05 for U) between attitude toward the concept Individual Counseling and degree of agreement that education should be more concerned with meeting needs of individuals rather than focusing on course content.

There were no more significant correlations between the concept Individual Counseling - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

(d) Correlation Between the Concept School Teacher and the Twelve Current Educational Issues

TABLE 117

CORRELATION BETWEEN THE CONCEPT SCHOOL TEACHER AND THE TWELVE CURRENT EDUCATIONAL ISSUES

Issues	Trustees		Admin.		Counselors		Teachers		Students		Parents	
	E	U	E	U	E	U	E	U	E	U	E	U
1	.03	.16	.56	.58	.15	-.08	.18*	.13	.04	.03	.08	.12
2	.02	.05	-.03	-.23	-.09	-.21	-.04	-.05	.26**	.15**	-.02	.01
3	.01	.14	.06	-.03	.38	.25	.19*	.15	-.02	-.02	.03	-.07
4	-.20	-.15	-.05	-.22	.14	.32	-.03	-.17*	.05	.01	-.01	-.17**
5	.52*	.44	.42	.24	-.14	-.16	.01	-.01	.05	-.01	-.13*	-.02
6	.34	.44	.26	.30	.20	-.06	.07	.20*	.15*	.04	-.06	.01
7	.32	.28	.66*	.70*	.20	-.17	.12	.15	.09	-.07	-.07	.09
8	-.42	-.29	-.28	-.43	.22	.08	.08	-.03	.05	-.07	.14*	-.04
9	-.01	.21	-.07	-.28	-.40	-.27	.02	.03	.03	.01	-.10	-.06
10	.25	.01	.26	.18	-.22	-.23	-.15	-.10	-.24**	-.20**	-.34**	-.21**
11	-.29	-.23	-.31	-.36	.25	.14	.03	-.10	.03	.01	-.07	-.01
12	.13	.30	.34	.37	-.02	.05	.05	.08	.03	-.03	-.13*	.02

*Significant 0.05
**Significant 0.01

In Table 117 the author has presented the results of correlation between the concept School Teacher - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

It may be observed from Table 117 that for Issue 1 there was a significant positive correlation for teachers ($p<.01$ for E) between attitude toward the concept School Teacher and degree of agreement that Drug and Alcohol education should be made available to all students.

In Table 117 it was indicated that for Issue 2 there was a significant positive correlation for students ($p<.01$ for E, $p<.05$ for U) between attitude toward the concept School Teacher and degree of agreement that Family Life education should be made available to all students.

In Table 117 it was indicated that for Issue 3 there was a significant positive correlation for teachers ($p<.05$ for E) between attitude toward the concept School Teacher and degree of agreement that traditional religious education should be made available to all students.

In Table 117 it was indicated that for Issue 4 there was a significant negative correlation for teachers ($p<.05$ for U) and for parents ($p<.01$ for U) between attitude toward the concept School Teacher and degree of agreement that discipline in the schools should be less strict.

It may be observed from Table 117 that for Issue 5 there was a significant positive correlation for school trustees ($p<.05$ for E) and a significant negative correlation for parents ($p<.05$ for E) between attitude toward the concept School Teacher and degree of agreement that more emphasis should be placed on the 3R's.

In Table 117 it was indicated that for Issue 6 there was a significant positive correlation for teachers ($p<.05$ for U) and students ($p<.05$ for E) between attitude toward the concept School Teacher and degree of agreement that there should be a standardized curriculum for all Alberta schools.

In Table 117 it was indicated that for Issue 7 there was a significant positive correlation for administrators ($p<.05$ for E, $p<.05$ for U) between attitude toward the concept School Teacher and degree of agreement that school attendance should be more strictly enforced.

In Table 117 it was indicated that for Issue 8 there was a significant positive correlation for parents between attitude toward the concept School Teacher and degree of agreement that more money should be spent in schools for experimentation.

In Table 117 it was indicated that for Issue 10 there was a significant negative correlation for students ($p<.01$ for E, $p.<01$ for U) and for parents ($p<.01$ for E, $p<.01$ for U) between attitude toward the concept School Teacher and degree of agreement that when some children do poorly in school the chief blame should be placed on the school.

In Table 117 it was indicated that for Issue 12 there was a significant negative correlation for parents ($p<.05$ for E) between attitude toward the concept School Teacher and degree of agreement that all courses and textbooks in schools should have more Canadian content.

There were no more significant correlations between the concept School Teacher - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

(e) Correlation Between the Concept High School Course Planning and the Twelve Current Educational Issues

TABLE 118

CORRELATION BETWEEN THE CONCEPT HIGH SCHOOL COURSE PLANNING AND THE TWELVE CURRENT EDUCATIONAL ISSUES

Issues	Trustees		Admin.		Counselors		Teachers		Students		Parents	
	E	U	E	U	E	U	E	U	E	U	E	U
1	.40	.46*	.56	.56	-.00	-.22	.12	.19*	.12	.12	.04	.05
2	.17	.09	-.08	-.35	-.41	-.11	-.09	-.01	.10	.05	.03	.16*
3	-.04	.50*	.02	-.05	.16	-.13	.14	.00	.13	.12	.07	-.05
4	.26	.04	-.30	-.16	.20	.08	-.03	-.10	-.04	-.11	-.01	-.17**
5	.12	.16	.56	.16	.30	.00	-.07	-.08	.01	.10	-.16*	-.07
6	.23	.25	.34	.25	.18	-.39	.06	.13	.09	.04	-.12	-.01
7	-.97	.08	.55	.80**	.60*	.05	.09	.12	.13	.02	.02	-.00
8	-.04	-.04	-.24	-.41	-.00	.22	-.05	-.01	-.01	.00	.10	-.05
9	-.21	.25	-.03	-.21	-.18	-.36	-.02	.04	.04	-.00	.03	-.16*
10	-.07	-.37	-.03	.05	-.03	-.09	-.04	-.14	-.05	-.10	-.20**	-.20**
11	.21	.03	.10	-.22	.05	.41	.03	.04	-.11	-.05	-.11	.03
12	-.39	.31	.41	.15	-.47	-.15	-.08	.05	-.13	-.03	-.11	.05

*Significant 0.05
**Significant 0.01

In Table 118 the author has presented the results of the correlation between the concept High School Course Planning (H.S.C.P.) - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

It may be observed from Table 118 that for Issue 1 there was a significant positive correlation for school trustees ($p<.05$ for U) and for teachers ($p<.05$ for U) between attitude toward the concept H.S.C.P. and degree of agreement that Drug and Alcohol education should be made available to all students.

In Table 118 it was indicated that for Issue 2 there was a significant positive correlation for parents ($p<.05$ for U) between attitude toward the concept H.S.C.P. and degree of agreement that Family Life education should be made available to all students.

In Table 118 it was indicated that for Issue 3 there was a significant positive correlation for school trustees ($p<.05$ for U) between attitude toward the concept H.S.C.P. and degree of agreement that traditional religious education should be made available to all students.

In Table 118 it was indicated that for Issue 4 there was a significant negative correlation for parents ($p<.01$ for U) between attitude toward the concept H.S.C.P. and degree of agreement that discipline in the schools should be less strict.

In Table 118 it was indicated that for Issue 5 there was a significant negative correlation for parents ($p<.05$ for E) between attitude toward the concept H.S.C.P. and degree of agreement that more emphasis should be placed on the 3R's.

It may be observed from Table 118 that for Issue 7 there was a significant positive correlation for administrators ($p<.01$ for U) and for counselors ($p<.05$ for E) between attitude toward the concept H.S.C.P. and degree of agreement that school attendance should be more strictly enforced.

In Table 118 it was indicated that for Issue 9 there was a significant negative correlation for parents ($p<.05$ for U) between attitude toward the concept H.S.C.P. and degree of agreement that students with various disabilities should be kept in ordinary classrooms.

In Table 118 it was indicated that for Issue 10 there was a significant negative correlation for parents ($p<.01$ for E, $p<.01$ for U) between attitude toward the concept H.S.C.P. and degree of agreement that when some children do poorly in school the chief blame should be placed on the school.

There were no more significant correlations between attitude toward the concept High School Course Planning - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

(f) Correlation Between the Concept Ideal Counselor and the Twelve Current Educational Issues

TABLE 119

CORRELATION BETWEEN THE CONCEPT IDEAL COUNSELOR AND THE TWELVE CURRENT EDUCATIONAL ISSUES

Issues	Trustees		Admin.		Counselors		Teachers		Students		Parents	
	E	U	E	U	E	U	E	U	E	U	E	U
1	.27	.30	.17	.18	.04	.10	.16	.22**	.10	.18**	.09	.07
2	.43	.23	-.58	-.58	-.43	-.34	.10	.17*	.26**	.23**	.03	.13*
3	-.21	-.31	-.41	-.48	-.01	-.30	-.02	.01	.12	.14*	-.01	.03
4	.22	.18	-.11	-.18	.29	.40	-.04	-.08	-.07	-.05	-.11	-.14*
5	-.22	-.19	-.35	-.29	.36	.35	-.04	-.08	.12	.12	-.02	.00
6	-.20	-.16	-.08	-.02	.28	.29	.04	.02	.15*	.06	.03	.05
7	-.28	-.26	.36	.35	.46	.30	-.03	.03	.07	-.00	.03	.04
8	.16	.20	-.29	-.32	-.23	-.32	.09	.07	.05	.12	.09	-.03
9	-.75**	-.60**	-.15	-.11	.08	.09	-.05	.00	.07	.09	-.11	-.09
10	-.01	.12	-.58	-.67*	.09	.00	-.03	-.01	.01	-.12	-.12	-.09
11	.59**	.56*	.18	.09	.13	.29	.05	.08	.05	.04	-.10	-.03
12	-.09	-.18	-.30	-.23	-.11	-.16	.01	-.07	-.03	.04	-.10	.07

*Significant 0.05
**Significant 0.01

In Table 119 the author has presented the results of the correlation between the concept Ideal Counselor - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

It may be observed from Table 119 that for Issue 1 there was a significant positive correlation for teachers ($p<.01$ for U) and for students ($p<.01$ for U) between attitude toward the concept Ideal Counselor and degree of agreement that Drug and Alcohol education should be made available to all students.

In Table 119 it was indicated that for Issue 2 there was a significant positive correlation for teachers ($p<.05$ for U), for students ($p<.01$ for E, $p<.01$ for U) and for parents ($p<.05$ for U) between attitude toward the concept Ideal Counselor and degree of agreement that Family Life education should be made available to all students.

In Table 119 it was indicated that for Issue 3 there was a significant positive correlation for students ($p<.05$ for U) between attitude toward the concept Ideal Counselor and degree of agreement that traditional religious education should be made available to all students.

In Table 119 it was indicated that for Issue 4 there was a significant negative correlation for parents ($p<.05$ for U) between attitude toward the concept Ideal Counselor and degree of agreement that discipline in the schools should be less strict.

In Table 119 it was indicated that for Issue 6 there was a significant positive correlation for students ($p<.05$ for E) between attitude toward the concept Ideal Counselor and degree of agreement that there should be a standardized curriculum for all Alberta schools.

It may be observed from Table 119 that for Issue 9 there was a significant negative correlation for school trustees (p<.01 for E, p<.01 for U) between attitude toward the concept Ideal Counselor and degree of agreement that students with various disabilities should be kept in an ordinary classroom.

It may be observed from Table 119 that for Issue 10 there was a significant negative correlation for administrators (p<.01 for U) between attitude toward the concept Ideal Counselor and degree of agreement that when some children do poorly in school the chief blame should be placed on the school.

In Table 119 it was indicated that for Issue 11 there was a significant positive correlation for school trustees (p.<01 for E, p.<01 for U) between attitude toward the concept Ideal Counselor and degree of agreement that education should be more concerned with meeting needs of individuals rather than focusing on course content.

There were no more significant correlations between the concept Ideal Counselor - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

(g) Correlation Between the Concept Occupational Planning and the Twelve Current Educational Issues

TABLE 120

CORRELATION BETWEEN THE CONCEPT OCCUPATIONAL PLANNING AND THE TWELVE CURRENT EDUCATIONAL ISSUES

Issues	Trustees		Admin.		Counselors		Teachers		Students		Parents	
	E	U	E	U	E	U	E	U	E	U	E	U
1	.53*	.53*	.84**	.35	.19	.21	.25**	.27**	.04	.22**	-.01	.09
2	.09	.14	-.17	-.13	.07	.26	.05	.02	.11	.18**	.02	.10
3	.01	.19	-.26	-.28	-.04	-.24	.12	.04	.03	.00	-.08	-.15*
4	-.05	.09	-.49	-.25	.17	-.07	.22**	-.06	.01	-.05	-.03	-.17**
5	-.05	.05	.57	-.04	-.29	-.39	-.06	.03	.13*	.18**	-.13*	.03
6	.05	-.03	.58	.11	.32	.07	-.10	.08	.12	.04	-.11	.01
7	-.12	-.10	.84**	.54	.14	-.12	-.06	.19*	.04	.05	-.03	.02
8	.06	.07	-.70*	-.25	.55*	.62*	.15	.12	.00	-.07	.05	-.14*
9	-.21	-.28	-.29	-.11	-.15	-.21	.04	.07	-.07	.01	.02	-.15*
10	.07	-.23	-.19	-.34	-.48	-.58*	.06	-.07	-.01	.05	-.10	-.05
11	.16	.40	.34	-.22	.14	.04	.04	-.05	-.02	.03	-.03	-.05
12	-.34	.15	.50	-.32	-.21	-.36	-.12	.11	-.10	.03	-.11	-.00

*Significant 0.05
**Significant 0.01

In Table 120 the author has presented the results of the correlation between the concept Occupational Planning - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

It may be observed from Table 120 that for Issue 1 there was a significant positive correlation for school trustees (p<.05 for E, p<.05 for U), for administrators (p<.01 for E), for teachers (p.<01 for E, p<.01 for U) and for students (p<.01 for U) between attitude toward the concept Occupational Planning and degree of agreement that Drug and Alcohol education should be made available to all students.

In Table 120 it was indicated that for Issue 2 there was a significant positive correlation for students (p<.01 for U) between attitude toward the concept Occupational Planning and degree of agreement that Family Life education should be made available to all students.

In Table 120 it was indicated that for Issue 3 there was a significant negative correlation for parents (p<.05 for U) between attitude toward the concept Occupational Planning and degree of agreement that traditional religious education should be made available to all students.

In Table 120 it was indicated that for Issue 4 there was a significant positive correlation for teachers (p<.01 for E) and a significant negative correlation for parents (p<.01 for U) between attitude toward the concept Occupational Planning and degree of agreement that discipline in the schools should be less strict.

In Table 120 it was indicated that for Issue 5 there was a significant positive correlation for students ($p<.05$ for E, $p<.01$ for U) and a significant negative correlation for parents ($p<.05$ for E) between attitude toward the concept Occupational Planning and degree of agreement that more emphasis should be placed on the 3R's.

In Table 120 it was indicated that for Issue 7 there was a significant positive correlation for administrators ($p<.01$ for E) and for teachers ($p<.05$ for U) between attitude toward the concept Occupational Planning and degree of agreement that school attendance should be more strictly enforced.

In Table 120 it was indicated that for Issue 8 there was a significant negative correlation for administrators ($p<.05$ for E) and parents ($p<.05$ for U) and a significant positive correlation for counselors ($p<.05$ for E, $p<.05$ for U) between attitude toward the concept Occupational Planning and degree of agreement that more money should be spent in schools for experimentation.

It may be observed from Table 120 that for Issue 9 there was a significant negative correlation for parents ($p<.05$ for U) between attitude toward the concept Occupational Planning and degree of agreement that students with various disabilities should be placed in ordinary classrooms.

In Table 120 it was indicated that for Issue 10 there was a significant negative correlation for counselors ($p<.05$ for U) between attitude toward the concept Occupational Planning and degree of agreement that when some children do poorly in school the chief blame should be placed on the school.

There were no more significant correlations between the concept Occupational Planning - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

(h) Correlation Between the Concept Ideal Teacher and the Twelve Current Educational Issues

TABLE 121

CORRELATION BETWEEN THE CONCEPT IDEAL TEACHER AND THE TWELVE CURRENT EDUCATIONAL ISSUES

	Trustees		Admin.		Counselors		Teachers		Students		Parents	
	E	U	E	U	E	U	E	U	E	U	E	U
1	.07	.34	-.09	-.00	.27	-.20	.15	.14	.05	.12	.08	.15*
2	.25	.14	-.60	-.49	-.29	-.26	-.05	-.01	.22**	.14*	-.07	.02
3	-.30	-.24	-.47	-.61*	.06	-.29	.05	.11	.18**	.15*	.07	.03
4	.13	.05	.30	.14	.06	.19	.06	-.01	-.15*	-.05	-.06	-.13*
5	-.20	-.03	-.28	-.27	.24	-.14	-.05	-.03	.03	.08	-.06	.04
6	-.00	-.08	-.00	-.00	.33	.24	.02	.06	.06	.04	.01	.09
7	-.20	-.08	.26	.25	.49*	-.22	.03	.07	.06	.02	.01	.14*
8	-.06	.13	-.07	-.13	-.17	.35	.07	.05	.09	.05	.11	-.06
9	-.54*	-.47*	.11	.00	-.01	-.14	.03	.07	.08	.00	-.13*	-.07
10	.35	.36	-.42	-.50	-.04	-.33	.04	.01	-.06	-.08	-.11	-.08
11	.43	.37	.40	.29	.11	.62*	.01	-.01	-.01	.01	-.02	-.09
12	-.07	-.02	-.63*	-.60*	-.15	.14	.01	-.04	-.03	-.03	-.13*	.03

*Significant 0.05
**Significant 0.01

In Table 121 the author has presented the results of the correlation between the concept Ideal Teacher - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

It may be observed from Table 121 that for Issue 1 there was a significant positive correlation for parents ($p<.05$ for U) between attitude toward the concept Ideal Teacher and degree of agreement that Drug and Alcohol education should be made available to all students.

In Table 121 it was indicated that for Issue 2 there was a significant positive correlation for students ($p<.01$ for E, $p<.05$ for U) between attitude toward the concept Ideal Teacher and degree of agreement that Family Life education should be made available to all students.

In Table 121 it was indicated that for Issue 3 there was a significant negative correlation for administrators ($p<.05$ for U) and a significant positive correlation for students ($p<.01$ for E, p.<05 for U) between attitude toward the concept Ideal Teacher and degree of agreement that traditional religious education should be made available to all students.

In Table 121 it was indicated that for Issue 4 there was a significant negative correlation for students ($p<.05$ for E) and for parents ($p<.05$ for U) between attitude toward the concept Ideal Teacher and degree of agreement that discipline in the schools should be less strict.

In Table 121 it was indicated that for Issue 7 there was a significant positive correlation for counselors (p<.05 for E) and for parents (p<.05 for U) between attitude toward the concept Ideal Teacher and degree of agreement that school attendance should be more strictly enforced.

It may be observed from Table 121 that for Issue 9 there was a significant negative correlation for school trustees (p<.05 for E, p<.05 for U) and for parents (p<.05 for E) between attitude toward the concept Ideal Teacher and degree of agreement that students with various disabilities should be kept in ordinary classrooms.

In Table 121 it was indicated that for Issue 11 there was a significant positive correlation for counselors (p<.05 for U) between attitude toward the concept Ideal Teacher and degree of agreement that education should be more concerned with meeting needs of individuals rather than focusing on course content.

In Table 121 it was indicated that for Issue 12 there was a significant negative correlation for administrators (p<.05 for E, p.<05 for U) and parents (p<.05 for E) between attitude toward the concept Ideal Teacher and degree of agreement that all courses and textbooks in schools should have more Canadian content.

There were no more significant correlations between the concept Ideal Teacher - evaluative and urgency factors and the Twelve Current Educational Issues for the six study groups.

Hypothesis 3-B - There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and educational viewpoint on current educational issues as measured by scores on the Current Educational Issues Scale.

Hypothesis 3-B was supported as follows:

For the concept Counselor and Issue 1 for school trustees (E and U), for administrators (E and U), for counselors (E) and for teachers (U) there was a significant correlation. For Issue 2 for students (E and U) and parents (U) there was a significant correlation. For Issue 3 for teachers (E and U) and parents (U) there was a significant correlation. For Issue 5 for teachers (U) there was a significant correlation. For Issue 6 for students (E) there was a significant correlation. For Issue 7 for administrators (E) there was a significant correlation. For Issue 8 for teachers (E and U) there was a significant correlation. For Issue 10 for parents (E) there was a significant correlation. For Issue 11 for school trustees (U) and teachers (U) there was a significant correlation.

For the concept Counselor Advice and Issue 1 for school trustees (U), for administrators (E), for teachers (U) and for parents (U) there was a significant correlation. For Issue 2 for teachers (E), students (U) and parents (U) there was a significant correlation. For Issue 3 for teachers (E and U) there was a significant correlation. For Issue 5 for parents (E) there was a significant correlation. For Issue 6 for teachers (E and U) there was a significant correlation.

For Issue 7 for administrators (E and U) there was a significant correlation. For Issue 8 for teachers (E and U) there was a significant correlation. For Issue 10 for parents (E and U) there was a significant correlation. For Issue 11 for teachers (U) there was a significant correlation.

For the concept Individual Counseling and Issue 1 for school trustees (E and U), for administrators (E and U), for teachers (E and U), and for students (U) there was a significant correlation. For Issue 2 for students (E and U) and parents (U) there was a significant correlation. For Issue 3 for parents (U) there was a significant correlation. For Issue 5 for teachers (E) there was a significant correlation. For Issue 7 for administrators (U) there was a significant correlation. For Issue 8 for teachers (E) there was a significant correlation. For Issue 10 for parents (E and U) there was a significant correlation. For Issue 11 for students (U) there was a significant correlation.

For the concept School Teacher and Issue 1 for Teachers (E) there was a significant correlation. For Issue 2 for students (E and U) there was a significant correlation. For Issue 3 for teachers (E) there was a significant correlation. For Issue 4 for teachers (U) and parents (U) there was a significant correlation. For Issue 5 for school trustees (E) and parents (U) there was a significant correlation. For Issue 5 for school trustees (E) and parents (U) there was a significant correlation. For Issue 6 for teachers (E) and students (U) there was a significant correlation. For Issue 7 for administrators (E and U) there was a significant correlation. For Issue 8 for parents (E) there was a significant correlation. For Issue 10 for students (E and U) and parents (E and U) there was a significant correlation. For Issue 12 for parents (E) there was a significant correlation.

For the concept *High School Course Planning* and Issue 1 for teachers (U) there was a significant correlation. For Issue 2 for parents (U) there was a significant correlation. For Issue 3 for school trustees (U) there was a significant correlation. For Issue 4 for parents (U) there was a significant correlation. For Issue 5 for parents (E) there was a significant correlation. For Issue 7 for administrators (U) and counselors (E) there was a significant correlation. For Issue 9 for parents (U) there was a significant correlation. For Issue 10 for parents (E and U) there was a significant correlation.

For the concept *Ideal Counselor* and Issue 1 for teachers (U) and students (U) there was a significant correlation. For Issue 2 for teachers (U), for students (E and U), and for parents (U) there was a significant correlation. For Issue 3 for students (U) there was a significant correlation. For Issue 4 for parents (U) there was a significant correlation. For Issue 6 for students (E) there was a significant correlation. For Issue 9 for school trustees (E and U) there was a significant correlation. For Issue 10 for administrators (U) there was a significant correlation. For Issue 11 for school trustees (E and U) there was a significant correlation.

For the concept Occupational Planning and Issue 1 for school trustees (E and U), for administrators (E), for teachers (E and U), and for students (U) there was a significant correlation. For Issue 2 for students (U) there was a significant correlation. For Issue 3 for parents (U) there was a significant correlation. For Issue 4 for teachers (E) and parents (U) there was a significant correlation. For Issue 5 for students (E and U) and parents (E) there was a significant correlation. For Issue 7 for administrators (E) and teachers (U) there was a significant correlation. For Issue 8 for administrators (E), for counselors (E and U) and for parents (U) there was a significant correlation. For Issue 9 for parents (U) there was a significant correlation. For Issue 10 for counselors (U) there was a significant correlation.

For the concept Ideal Teacher and Issue 1 for parents (U) there was a significant correlation. For Issue 2 for students (E and U) there was a significant correlation. For Issue 3 for administrators (U) and students (E and U) there was a significant correlation. For Issue 4 for students (E) and parents (U) there was a significant correlation. For Issue 7 for counselors (E) and parents (U) there was a significant correlation. For Issue 9 for school trustees (E and U) and parents (E) there was a significant correlation. For Issue 11 for counselors (U) there was a significant correlation. For Issue 12 for administrators (E and U) and parents (E) there was a significant correlation.

For the sake of brevity, it may be stated that Hypothesis 3-B was not supported for any of the other correlations between the concepts of the Semantic Differential Scales and the Twelve Current Educational Issues for the six study groups.

Hypothesis 4-A

There will be significant differences in philosophical orientation of the six study groups as measured by mean scores on the Intellectualism-Pragmatism Scale.

Hypothesis 4-A was tested by means of a one-way analysis of variance. Results of tests of Hypothesis 4-A have been indicated in Tables 122 through 124.

TABLE 122

SUMMARY OF MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE INTELLECTUALISM-PRAGMATISM SCALE

Group	Number	$\bar{X}$	S.D
Trustees	19	114.74	23.12
Administrators	11	107.82	15.07
Counselors	15	125.60	12.41
Teachers	155	112.32	26.64
Students	224	102.00	21.83
Parents	243	94.04	26.06
	667	102.49	25.61

The total possible score on the I-P Scale was 180.

The summary of means as shown in Table 122 indicated that Counselors had the highest mean I-P score followed by school trustees, teachers, administrators, students and parents. That is, counselors tended to be the most intellectual (liberal) or least pragmatic (conservative) of the six study groups. Parents tended to be the least intellectual (liberal) or most pragmatic (conservative) of the six study groups.

TABLE 123

SUMMARY OF ANALYSIS OF VARIANCE FOR THE INTELLECTUALISM-PRAGMATISM SCALE FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	43578.00	8715.60	5	14.62	0.000008**
Error	393927.00	595.96	661		

*Significant 0.05
**Significant 0.01

TABLE 124

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.99	.89	.99	.45	.03*
Admin.		-	.64	.99	.98	.66
Counselors			-	.54	.02*	.00**
Teachers				-	.01**	.00**
Students					-	.03*
Parents						-

*Significant 0.05
**Significant 0.01

In Table 124 it was shown that for the six study groups the Scheffé test indicated there were significant differences between trustees and parents (p<.05), between counselors and students (p<.05), between counselors and parents (p<.01), between teachers and students (p<.01), between teachers and parents (p<.01) and between students and parents (p<.05) as measured by mean scores on the Intellectualism-Pragmatism Scale.

As was indicated in Table 122 school trustees had a higher mean I-P score than did parents. Counselors had a higher mean I-P score than did students. Counselors had a higher mean I-P score than did parents. Teachers had a higher mean I-P score than did students. Teachers had a higher mean I-P score than did parents. Students had a higher mean I-P score than did parents.

Hypothesis 4-A - There will be significant differences in philosophical orientation of the six study groups as measured by mean scores on the Intellectualism-Pragmatism Scale.

The analysis of the data provided strong support for the acceptance of Hypothesis 4-A.

Hypothesis 4-B

There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and philosophical orientation as measured by scores on the Intellectualism-Pragmatism Scale.

Hypothesis 4-B was tested by computing a correlation between the evaluative scores on the Semantic Differential and the urgency scores on the Semantic Differential and scores on the Intellectualism-Pragmatism Scale. Results of the tests of Hypothesis 4-B have been indicated in Table 125. The t test results (indicated by asterisks) for the significance of difference between correlation coefficients have also been indicated in Table 125.

It may be noted that all of the significant correlations indicated in Table 125 were significant positive correlations. An examintion of the evaluative and urgency scores for the eight concepts of the Semantic Differential Scale and scores on the Intellectualism-Pragmatism Scale for the six study groups indicated that throughout the discussion of results following Table 125 a significant positive correlation indicated that the higher the attitude toward the concept stated the higher the score (more liberal or less conservative) for the I-P Scale. The lower the attitude toward the concept stated the lower (less liberal or more conservative) the score for the I-P Scale.

TABLE 125

CORRELATION BETWEEN THE EIGHT CONCEPTS OF THE SEMANTIC DIFFERENTIAL AND THE INTELLECTUALISM-PRAGMATISM SCALE

Concepts	Trustees		Admin.		Counselors		Teachers		Students		Parents	
	E	U	E	U	E	U	E	U	E	U	E	U
Counselor	.09	.18	-.11	-.00	.14	-.26	.11	.19*	.03	.12	.06	.10
Counselor Advice	.13	.03	-.17	.15	-.29	-.38	.06	.14	-.05	.11	.04	.15*
Individual Counseling	.33	-.00	-.19	-.16	.05	.16	.06	.13	.02	.10	.01	.08
School Teacher	-.08	-.08	-.01	-.05	.32	.12	-.09	.04	.07	.11	.11	.15*
High School Course Plan.	.00	-.00	-.17	.12	.08	-.23	-.12	.07	-.05	.08	.01	.24**
Ideal Counselor	.41	.12	.12	.01	-.09	.01	.14	.12	.03	.11	.09	.12
Occupational Planning	-.01	.07	-.49	.08	.41	.28	.09	.03	-.04	.05	.06	.04
Ideal Teacher	.24	.07	.29	.13	-.07	-.06	.08	.11	.08	.09	.12	.11

*Significant 0.05
**Significant 0.01

In Table 125 it was indicated that on the concept Counselor, for teachers there was a significant positive correlation ($p<.05$) between attitude toward the concept Counselor-urgency factor and philosophical orientation.

In Table 125 it was indicated that on the concept Counselor Advice, for parents there was a significant positive correlation ($p<.05$) between attitude toward the concept Counselor Advice - urgency factor and philosophical orientation.

In Table 125 it was indicated that on the concept School Teacher, for parents there was a significant positive correlation ($p<.05$) between attitude toward the concept School Teacher - urgency factor and philosophical orientation.

In Table 125 it was indicated that on the concept High School Course Planning, for parents there was a significant positive correlation ($p<.01$) between attitude toward the concept High School Course Planning - urgency factor and philosophical orientation.

There were no more significant correlations between attitudes toward the present counseling services as measured by scores on the Semantic Differential Scales and philosophical orientation as measured by scores on the Intellectualism-Pragmatism Scale.

Hypothesis 4-B - There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and philosophical orientation as measured by scores on the Intellectualism-Pragmatism Scale.

The analysis of the data supported Hypothesis 4-B on the concept Counselor (U) and I-P Scale for teachers, on the concept Counselor Advice (U) and I-P Scale for parents, on the concept School Teacher (U) and I-P Scale for parents, and on the concept High School Course Planning (U) and I-P Scale for parents. That is, there was a significant correlation between attitudes toward these concepts as measured by scores on the Semantic Differential Scales and philosophical orientation as measured by scores on the I-P Scale.

Hypothesis 4-B was not supported for the six study groups for any of the other concepts (E and U) as measured by scores on the Semantic Differential Scales and philosophical orientation as measured by scores on the I-P Scale.

Hypothesis 5

There will be a significant relationship between educational viewpoint on current educational issues of the six study groups as measured by scores on the Current Educational Issues Scale and philosophical orientation as measured by scores on the Intellectualism-Pragmatism Scale.

Hypothesis 5 was tested by computing a correlation between scores on each of the Current Educational Issues and scores on the Intellectual-Pragmatism Scale. Results of the tests of Hypothesis 5 have been indicated in Table 126. The t test results (indicated by asterisks) for the significance of difference between correlation coefficients have also been indicated in Table 126.

TABLE 126

CORRELATION BETWEEN THE CURRENT EDUCATIONAL ISSUES SCALE AND THE I-P SCALE

Issues	Trustees	Admin.	Counselors	Teachers	Students	Parents
1	.06	-.42	.51	.17*	.17**	.09
2	.77**	-.11	.57*	.14	.24**	.12
3	-.03	.66*	-.22	.29**	.09	-.15*
4	.49*	.46	.44	.22**	.04	.05
5	-.51*	-.34	-.57*	.01	-.11	-.22**
6	-.51*	-.53	.14	-.22**	-.14*	-.18**
7	-.70**	-.13	-.21	-.10	-.13	-.18**
8	.41	.69*	-.10	.22**	.06	.12
9	-.50*	.38	-.08	-.08	.06	-.16**
10	-.33	.43	-.27	.27**	-.09	-.16**
11	.66**	.49	.22	.09	.14*	.05
12	.09	-.32	-.18	.00	-.13	-.03

*Significant 0.05
**Significant 0.01

An examination of the scores on the Current Educational Issues and the I-P Scale has indicated that throughout the discussion of results a significant positive correlation indicated that the greater the degree of agreement with the issue as stated the higher the score (more liberal or less conservative) on the I-P Scale or the lower the degree of agreement with the issue as stated the lower the score (less liberal or more conservative) on the I-P Scale. A significant negative correlation indicated that the greater the degree of agreement with the issue as stated the lower the score (less liberal or more conservative) on the I-P Scale or the lower the degree of agreement with the issue as stated the higher the score (more liberal or less conservative) on the I-P Scale.

In Table 126 it was indicated that on Issue 1 there was a significant positive correlation for teachers ($p<.05$) and for students ($p<.01$) between degree of agreement that Drug and Alcohol education should be made available to all students and scores on the I-P Scale.

In Table 126 it was indicated that on Issue 2 there was a significant positive correlation for school trustees ($p<.01$), for counselors ($p<.05$), and for students ($p<.01$), between degree of agreement that Family Life education should be made available for all students and scores on the I-P Scale.

As was indicated in Table 126 for Issue 3 there was a significant positive correlation for administrators ($p<.05$) and for teachers ($p<.01$) between degree of agreement that traditional religious education should be made available to all students and scores on the

I-P Scale. For Issue 3 for parents there was a significant negative correlation between degree of agreement that traditional religious education should be made available to all students and scores on the I-P Scale.

In Table 126 it was indicated that on Issue 4 there was a significant positive correlation for school trustees (p<.01) and for teachers (p<.01) between degree of agreement that discipline in the schools should be less strict and scores on the I-P Scale.

As was indicated in Table 126 on Issue 5 there was a significant negative correlation for school trustees (p<.05), for counselors (p<.05), and for parents (p<.01) between degree of agreement that more emphasis should be placed on the 3R's and scores on the I-P Scale.

In Table 126 it was indicated that on Issue 6 there was a significant negative correlation for school trustees (p<.05), for teachers (p<.01), for students (p<.05), and for parents (p<.01), between degree of agreement that there should be a standardized curriculum for Alberta Schools and scores on the I-P Scale.

In Table 126 it was indicated that on Issue 7 there was a significant negative correlation for school trustees (p<.01) and parents (p<.01) between degree of agreement that school attendance should be more strictly enforced and scores on the I-P Scale.

In Table 126 it was indicated that on Issue 8 there was a significant positive correlation for administrators (p<.05) and for teachers (p<.01) between degree of agreement that more money should be spent in schools on experimentation and scores on the I-P Scale.

As was indicated in Table 126 on Issue 9 there was a significant negative correlation for school trustees ($p<.05$) and for parents ($p<.01$) between degree of agreement that students with various disabilities should be placed in ordinary classrooms and scores on the I-P Scale.

In Table 126 it was indicated that on Issue 10 for teachers there was a significant positive correlation ($p<.01$) between degree of agreement that when some children do poorly in school the chief blame should be placed on the school and scores on the I-P Scale. For Issue 10 there was a significant negative correlation for parents ($p<.01$) between degree of agreement that when some children do poorly in school the chief blame should be placed on the school,and scores on the I-P Scale.

In Table 126 it was indicated that on Issue 11 there was a significant positive correlation for school trustees ($p<.01$) and students ($p<.05$) between degree of agreement that education should be more concerned with meeting needs of individuals rather than focusing on course content,and scores on the I-P Scale.

There were no significant correlations for any of the six study groups between scores on Issue 12 (all courses and textbooks should have more Canadian content) and scores on the I-P Scale.

Hypothesis 5 - There will be a significant relationship between educational viewpoint on current educational issues of the six study groups as measured by scores on the Current Educational Issues Scale and philosophical orientation as measured by scores on the Intellectualism-Pragmatism Scale.

The analysis of the data supported Hypothesis 5 as follows: Issue 1 and I-P Scale for teachers and students; Issue 2 and I-P Scale for trustees, counselors, and students; Issue 3 and I-P Scale for administrators, teachers and parents; Issue 4 and I-P Scale for trustees and teachers; Issue 5 and I-P Scale for trustees, counselors, and parents; Issue 6 and I-P Scale for trustees, teachers, students and parents; Issue 7 and I-P Scale for trustees and parents; Issue 8 and I-P Scale for administrators and teachers; Issue 9 and I-P Scale for trustees and parents; Issue 10 and I-P Scale for teachers and parents; Issue 11 and I-P Scale for trustees and administrators.

Hypothesis 5 was not supported for any of the six groups for Issue 12 and the I-P Scale.

Hypothesis 6-A

There will be significant differences in the perception of preferred and existing counselor duties of the six study groups as measured by mean congruency scores on the Counselor Duties Scale.

Hypothesis 6-A was tested by means of a one-way analysis of variance. Results of tests of Hypothesis 6-A have been indicated in Tables 127 through 129.

TABLE 127

SUMMARY OF MEANS AND STANDARD DEVIATIONS OF THE SIX STUDY GROUPS FOR THE CONGRUENCY SCORES OF THE COUNSELOR DUTIES SCALE

Group	Number	$\bar{X}$	S.D
Trustees	19	14.84	9.12
Administrators	11	21.27	5.50
Counselors	15	22.73	3.86
Teachers	155	14.63	8.27
Students	224	9.38	7.13
Parents	243	7.61	6.82
Total	667	10.61	8.12

The total possible congruency score was 30.

It may be recalled that the congruency score was an indication of the degree of consensus on preferred and existing counselor duties.

The summary of means which the author has presented in Table 127 indicated that counselors had the highest mean congruency score, followed by administrators, school trustees, teachers, students and parents.

TABLE 128

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONGRUENCY SCORES OF THE COUNSELOR DUTIES SCALE FOR THE SIX STUDY GROUPS

Source	SS	MS	df	F	P
Groups	8820.31	1764.06	5	33.19	0.000003**
Error	35134.81	53.15	661		

*Significant 0.05
**Significant 0.01

TABLE 129

PROBABILITY MATRIX FOR THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST

	Trustees	Admin.	Counselors	Teachers	Students	Parents
Trustees	-	.37	.08	1.00	.08	.00**
Admin.		-	.99	.13	.00**	.00**
Counselors			-	.01**	.00**	.00**
Teachers				-	.00**	.00**
Students					-	.23
Parents						-

*Significant 0.05
**Significant 0.01

As was shown in Table 129 for the six study groups the Scheffé test indicated there were significant differences between trustees and parents ($p<.01$), between administrators and students ($p<.01$), between administrators and parents ($p<.01$), between counselors and teachers ($p<.01$), between counselors and students ($p<.01$), between counselors and parents ($p<.01$), between teachers and students ($p<.01$), and between teachers and parents ($p<.01$) as measured by mean congruency scores of the Counselor Duties Scale.

In Table 127 it was indicated that trustees had a higher mean congruency score than did parents. Administrators had a higher mean congruency score than did students or parents. Counselors had a higher mean congruency score than did teachers, students or parents. Teachers had a higher mean congruency score than did students or parents.

Hypothesis 6-A - There will be significant differences in the perception of preferred and existing counselor duties of the six study groups as measured by mean congruency scores on the Counselor Duties Scale.

The analysis of the data provided strong support for the acceptance of Hypothesis 6-A.

Hypothesis 6-B

There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and perception of preferred and existing counselor duties as measured by congruency scores on the Counselor Duties Scale.

Hypothesis 6-B was tested by computing a correlation between the Congruency Scores and the evaluative scores on the Semantic Differential and the urgency scores on the Semantic Differential. Results of tests of Hypothesis 6-B have been indicated in Table 130. The t test results (indicated by asterisks) for the significance of difference between correlation coefficients have also been indicated in Table 130.

It may be noted that all of the significant correlations indicated in Table 130 were significant positive correlations. An examination of the evaluative and urgency scores for the eight concepts of the Semantic Differential Scale and Congruency scores on the Counselor Duties Scale for the six study groups indicated that throughout the discussion of results following Table 130 a significant positive correlation indicated that the higher the attitude toward the concept stated the higher the Congruency score or the lower the attitude toward the concept stated the lower the Congruency score.

TABLE 130

CORRELATION BETWEEN THE (8) CONCEPTS OF THE SEMANTIC DIFFERENTIAL AND THE CONGRUENCY SCORES OF THE COUNSELOR DUTIES SCALE

Concepts	Trustees		Admin.		Counselors		Teachers		Students		Parents	
	E	U	E	U	E	U	E	U	E	U	E	U
Counselor	.64**	.09	.31	.29	-.21	-.12	.51**	.36**	.17*	.25**	.24**	.19**
Counselor Advice	.43	.18	.34	.40	.21	.39	.52**	.30**	.25**	.24**	.31**	.19**
Individual Counseling	.55**	.40	.36	.04	.05	.28	.44**	.26**	.22**	.25**	.22**	.07
School Teacher	.35	.39	-.04	-.04	.03	.10	.23**	.14	.19**	.19**	.11	.03
High School Course Plan.	.51*	.40	.07	.01	-.09	-.46	.33**	-.05	.21**	.17**	.18**	.11
Ideal Counselor	.30	.15	.36	.26	-.14	-.16	.12	.10	.17**	.24**	.07	.08
Occupational Planning	.24	.25	.09	-.23	.46	.25	.36**	.10	.20**	.16*	.17**	.08
Ideal Teacher	.03	.05	.05	.01	-.28	.00	.16	.09	.20**	.17**	.08	.09

*Significant 0.05
**Significant 0.01

It may be observed from Table 130 that on the concept Counselor, there was a significant positive correlation for school trustees ($p<.01$ for E), for teachers ($p<.01$ for E, $p<.01$ for U), for students ($p<.05$ for E, $p<.01$ for U), and for parents ($p<.01$ for E, $p<.01$ for U) between attitude toward the concept Counselor and Congruency score.

In Table 130 it was indicated that on the concept Counselor Advice, there was a significant positive correlation for teachers ($p<.01$ for E, $p<.01$ for U), and for parents ($p<.01$ for E, $p<.01$ for U) between attitude toward the concept Counselor Advice and Congruency score.

In Table 130 it was indicated that on the concept Individual Counseling, there was a significant positive correlation for school trustees ($p<.01$ for E), for teachers ($p<.01$ for E, $p<.01$ for U), for students ($p<.01$ for E, $p<.01$ for U), and for parents ($p<.01$ for E) between attitude toward the concept Individual Counseling and Congruency score.

In Table 130 it was indicated that on the concept School Teacher, there was a significant positive correlation for teachers ($p<.01$ for E) and for students ($p<.01$ for E, $p<.01$ for U) between attitude toward the concept School Teacher and Congruency score.

In Table 130 it was indicated that on the concept High School Course Planning, there was a significant positive correlation for school trustees ($p<.05$ for E), for teachers ($p<.01$ for E), for students ($p<.01$ for E, $p<.01$ for U), and for parents ($p<.01$ for E) between attitude toward the concept High School Course Planning and Congruency score.

In Table 130 it was indicated that on the concept Ideal Counselor, there was a significant positive correlation for students (p<.01 for E, p<.01 for U) between attitude toward the concept Ideal Counselor and Congruency score.

It may be observed from Table 130 that on the concept Occupational Planning, there was a significant positive correlation for teachers (p<.01 for E), for students (p<.01 for E, p<.01 for U), and for parents (p<.01 for E) between attitude toward the concept Occupational Planning and Congruency score.

In Table 130 it was indicated that on the concept Ideal Teacher, there was a significant positive correlation for students (p<.01 for E, p<.01 for U) between attitude toward the concept Ideal Teacher and Congruency score.

There were no more significant correlations between attitudes toward the present counseling services as measured by scores on the Semantic Differential Scales and perception of preferred and existing counselor duties as measured by Congruency scores on the Counselor Duties Scale.

Hypothesis 6-B - There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and perception of preferred and existing counselor duties as measured by congruency scores on the Counselor Duties Scale.

The analysis of the data supported Hypothesis 6-B as follows: on the concept Counselor and Congruency score for school trustees (U), teachers (E and U), students (E and U) and parents (E and U); on the concept Counselor Advice and Congruency score for teachers (E and U), students (E and U) and parents (E and U); on the concept Individual Counseling and Congruency score for school trustees (E), teachers (E and U), students (E and U), and parents (E); on the concept School Teacher and Congruency score for teachers (E) and students (E and U); on the concept High School Course Planning and Congruency score for school trustees (E), teachers (E), students (E and U) and parents (E); on the concept Ideal Counselor and Congruency score for students (E and U); on the concept Occupational Planning and Congruency score for teachers (E), students (E and U) and parents (E); and on the concept Ideal Teacher and Congruency score for students (E and U).

Hypothesis 6-B was not supported for any of the other evaluative and urgency scores for the eight concepts of the Semantic Differential and Congruency scores for the six study groups.

Analysis of Counselor Duties as Seen by the Six Study Groups (Reported in Percentages)

As stated in Chapter 4, the Counselor Duties Scale was also analyzed by means of a frequency count. That is, the percentage of respondents in each group who checked the Should, Should Not, Does, Does Not, and Don't Know categories was calculated for each of the duties in the Counselor Duties Scale. The results of the analysis have been indicated in Tables 131 through 136. In the discussion following these Tables the author's generalized comments have concentrated on major discrepancies in perception of preferred and existing duties between groups and major discrepancies within groups in terms of Should and Does and Should Not and Does Not. In some instances, especially for parents, students, teachers, and school trustees, the Does and Does Not categories have been difficult to comment on because of the large percentages in the Don't Know category for these groups.

TABLE 131

COUNSELOR DUTIES AS SEEN BY SCHOOL TRUSTEES
(REPORTED IN PERCENTAGES)

Duty	Should	Should Not	Does	Does Not	Don't Know
1	42.11	57.89	21.05	63.16	15.79
2	94.74	5.26	84.21	10.53	5.26
3	78.95	21.05	68.42	5.26	26.32
4	100.00	0.00	84.21	5.26	10.53
5	100.00	0.00	94.74	0.00	5.26
6	89.47	10.53	68.42	15.79	15.79
7	100.00	0.00	78.95	15.79	5.26
8	36.84	63.16	26.32	42.11	31.58
9	100.00	0.00	89.47	0.00	10.53
10	47.37	52.63	21.05	52.63	26.32
11	100.00	0.00	73.68	0.00	26.32
12	100.00	0.00	84.21	5.26	10.53
13	100.00	0.00	57.89	15.79	26.32
14	100.00	0.00	78.95	5.26	15.79
15	89.47	10.53	73.68	10.53	15.79
16	100.00	0.00	73.68	5.26	21.05
17	94.74	5.26	84.21	0.00	15.79
18	78.95	21.05	15.79	36.84	47.37
19	78.95	21.05	47.37	21.05	31.58
20	84.21	15.79	52.63	21.05	26.32
21	26.32	73.68	21.05	57.89	21.05
22	84.21	15.79	26.32	31.58	42.11
23	94.74	5.26	10.53	47.37	42.11
24	47.37	52.63	21.05	36.84	42.11
25	47.37	52.63	42.11	36.84	21.05
26	94.74	5.26	47.37	10.53	42.11
27	89.47	10.53	47.37	10.53	42.11
28	26.32	73.68	36.84	31.58	31.58
29	31.58	68.42	36.84	31.58	31.58
30	89.47	10.53	36.84	26.32	36.84

TABLE 132

COUNSELOR DUTIES AS SEEN BY ADMINISTRATORS (REPORTED IN PERCENTAGES)

Duty	Should	Should Not	Does	Does Not	Don't Know
1	63.64	36.36	27.27	72.73	0.00
2	90.91	9.09	100.00	0.00	0.00
3	100.00	0.00	100.00	0.00	0.00
4	100.00	0.00	100.00	0.00	0.00
5	100.00	0.00	100.00	0.00	0.00
6	90.91	9.09	90.91	9.09	0.00
7	100.00	0.00	90.91	9.09	0.00
8	9.09	90.91	18.18	81.82	0.00
9	100.00	0.00	100.00	0.00	0.00
10	18.18	81.82	0.00	100.00	0.00
11	100.00	0.00	100.00	0.00	0.00
12	100.00	0.00	100.00	0.00	0.00
13	81.82	18.18	90.91	9.09	0.00
14	81.82	18.18	90.91	9.09	0.00
15	90.91	9.09	81.82	18.18	0.00
16	90.91	9.09	90.91	9.09	0.00
17	100.00	0.00	100.00	0.00	0.00
18	81.82	18.18	27.27	72.73	0.00
19	90.91	9.09	72.73	27.27	0.00
20	72.73	27.27	36.36	63.64	0.00
21	27.27	72.73	18.18	81.82	0.00
22	81.82	18.18	45.45	36.36	18.18
23	81.82	18.18	54.55	36.36	9.09
24	63.64	36.36	81.82	18.18	0.00
25	36.36	63.64	0.00	100.00	0.00
26	54.55	45.45	36.36	63.64	0.00
27	45.45	54.55	18.18	63.64	18.18
28	9.09	90.91	18.18	72.73	9.09
29	9.09	90.91	0.00	100.00	0.00
30	100.00	0.00	81.82	18.18	0.00

TABLE 133

COUNSELOR DUTIES AS SEEN BY COUNSELORS
(REPORTED IN PERCENTAGES)

Duty	Should	Should Not	Does	Does Not	Don't Know
1	0.00	100.00	13.33	86.67	0.00
2	86.67	13.33	93.33	6.67	0.00
3	100.00	0.00	100.00	0.00	0.00
4	100.00	0.00	100.00	0.00	0.00
5	100.00	0.00	100.00	0.00	0.00
6	100.00	0.00	100.00	0.00	0.00
7	100.00	0.00	100.00	0.00	0.00
8	0.00	100.00	20.00	80.00	0.00
9	100.00	0.00	93.33	6.67	0.00
10	33.33	66.67	20.00	73.33	6.67
11	100.00	0.00	93.33	6.67	0.00
12	100.00	0.00	100.00	0.00	0.00
13	100.00	0.00	100.00	0.00	0.00
14	100.00	0.00	100.00	0.00	0.00
15	100.00	0.00	100.00	0.00	0.00
16	100.00	0.00	100.00	0.00	0.00
17	93.33	6.67	86.67	13.33	0.00
18	100.00	0.00	40.00	60.00	0.00
19	100.00	0.00	73.33	26.67	0.00
20	80.00	20.00	66.67	26.67	6.67
21	0.00	100.00	0.00	100.00	0.00
22	73.33	26.67	66.67	33.33	0.00
23	93.33	6.67	53.33	46.67	0.00
24	60.00	40.00	66.67	26.67	6.67
25	0.00	100.00	6.67	93.33	0.00
26	93.33	6.67	46.67	40.00	13.33
27	46.67	53.33	26.67	60.00	13.33
28	20.00	80.00	40.00	60.00	0.00
29	26.67	73.33	13.33	73.33	13.33
30	100.00	0.00	100.00	0.00	0.00

TABLE 134

COUNSELOR DUTIES AS SEEN BY TEACHERS
(REPORTED IN PERCENTAGES)

Duty	Should	Should Not	Does	Does Not	Don't Know
1	32.26	67.10	20.65	61.29	12.26
2	97.42	1.94	87.10	4.51	7.10
3	94.84	3.23	88.39	6.45	3.23
4	98.71	.65	73.55	20.65	3.87
5	98.06	.65	94.84	1.29	1.94
6	96.13	.65	67.74	3.23	29.03
7	98.06	.65	72.26	5.81	19.35
8	27.10	72.26	23.23	68.39	6.45
9	98.71	.65	82.58	11.61	5.16
10	49.03	47.74	10.32	56.13	32.26
11	96.77	2.58	80.00	5.16	13.55
12	99.35	0.00	94.19	1.94	2.58
13	89.68	7.10	74.84	3.23	20.00
14	92.26	7.10	80.65	2.58	16.13
15	89.03	7.74	53.55	3.87	41.29
16	92.26	5.16	63.23	2.58	33.55
17	92.90	5.16	71.60	9.03	11.61
18	69.03	27.10	17.42	65.16	16.13
19	85.16	12.26	42.58	23.87	29.68
20	80.65	17.42	51.61	26.45	20.65
21	58.06	40.00	7.74	83.87	7.74
22	84.52	13.55	37.42	45.81	14.84
23	81.94	15.48	43.23	16.77	37.42
24	61.94	32.90	42.58	18.71	29.03
25	55.48	43.23	7.74	81.94	6.45
26	81.94	14.84	28.39	32.90	30.97
27	71.61	25.81	23.87	39.35	30.32
28	28.39	67.74	23.23	41.29	27.10
29	30.32	63.87	9.09	61.94	21.29
30	94.84	3.23	67.10	16.13	14.19

TABLE 135

COUNSELOR DUTIES AS SEEN BY STUDENTS
(REPORTED IN PERCENTAGES)

Duty	Should	Should Not	Does	Does Not	Don't Know
1	52.23	45.54	48.21	24.55	22.77
2	91.96	4.91	86.61	8.48	2.68
3	66.96	27.23	35.71	20.98	39.73
4	74.55	22.32	46.43	13.84	39.73
5	93.30	3.57	83.93	4.91	7.59
6	35.71	54.91	11.16	17.86	67.86
7	64.73	35.27	43.75	15.18	36.61
8	33.48	63.39	52.23	19.20	24.55
9	76.79	14.29	58.93	12.50	25.45
10	31.70	65.63	42.41	25.00	31.25
11	93.30	1.79	78.13	5.80	13.84
12	37.50	59.38	32.59	35.27	29.91
13	72.32	22.77	58.48	8.93	29.02
14	79.46	14.73	57.59	5.36	34.38
15	71.88	23.21	37.50	11.16	48.21
16	81.70	13.39	41.96	14.29	41.96
17	77.23	18.30	38.39	6.70	51.33
18	68.30	24.55	12.95	22.32	64.73
19	66.52	27.68	20.98	24.55	46.88
20	70.98	22.77	43.75	11.16	41.07
21	37.05	62.50	16.96	41.96	39.73
22	40.63	54.91	15.18	17.41	63.39
23	51.33	44.20	15.18	22.77	58.48
24	83.48	12.95	37.50	20.09	37.50
25	26.79	69.64	11.61	50.89	33.93
26	69.20	24.55	22.32	11.61	64.29
27	57.59	31.25	19.20	12.50	64.73
28	45.98	48.66	20.09	21.88	53.57
29	54.46	34.82	11.61	39.29	37.95
30	70.09	16.96	32.59	16.07	36.61

TABLE 136

COUNSELOR DUTIES AS SEEN BY PARENTS (REPORTED IN PERCENTAGES)

Duty	Should	Should Not	Does	Does Not	Don't Know
1	73.66	23.87	24.69	27.16	42.39
2	93.42	3.29	69.14	7.82	17.69
3	67.90	25.93	25.51	11.11	56.38
4	93.00	4.94	47.33	7.41	40.33
5	95.47	1.23	60.08	6.99	29.22
6	65.43	30.45	13.99	11.11	69.55
7	90.95	5.76	48.97	13.58	32.10
8	67.49	28.81	42.39	13.58	38.68
9	94.65	2.46	59.67	7.41	27.98
10	50.62	42.39	18.93	17.28	58.02
11	92.18	2.88	39.51	9.88	47.74
12	95.47	2.06	57.61	5.76	32.92
13	78.60	19.34	34.57	7.41	53.49
14	86.83	9.88	37.45	8.23	48.97
15	76.95	18.93	21.39	8.23	67.08
16	90.95	5.35	25.51	4.12	65.84
17	86.83	9.05	25.51	7.41	62.14
18	72.02	23.05	9.47	9.88	76.13
19	70.78	23.05	13.58	9.88	72.43
20	83.13	12.76	25.51	5.76	65.02
21	31.69	66.26	10.29	19.34	67.08
22	68.31	28.40	18.11	6.58	72.02
23	54.32	40.74	10.29	13.58	72.84
24	51.44	46.09	15.23	19.75	61.73
25	30.45	64.61	9.05	19.34	68.72
26	64.20	28.40	13.17	6.58	76.95
27	50.62	43.62	8.23	7.41	80.25
28	35.80	59.26	7.82	10.29	78.60
29	51.03	43.62	14.40	12.35	71.19
30	88.07	7.01	21.39	5.35	72.43

Duty 1 - Disciplining Students

There was unanimous agreement among counselors that disciplining students should not be a function of the counseling program. However, 42% of the school trustees, 64% of the administrators, 32% of the teachers, 52% of the students and 74% of the parents perceived that disciplining of students should be a function of the counseling program. While only 13% of the counselors indicated that they were disciplining students, approximately 20% of the other groups, with the exception of students (48%), perceived that the counseling program does include the function.

Duty 2 - Advising students in scheduling their classes.

All six study groups (over 90% in each group) perceived that Duty 2 should be a function of the counseling program. Percentages were almost as high for all groups in the "Does" category.

Duty 3 - Administering and interpreting standardized tests.

Over 67% of all groups perceived that Duty 3 should be a function of the counseling program. With the exception of students (36%) and parents (26%) over 67% of all groups perceived that the counseling program does include this function.

Duty 4 - Conferring with teachers in regard to problems of students.

Over 75% of all groups perceived that Duty 4 should be a function of the counseling program. Approximately the same percentage for all groups with the exception of students (46%) and parents (47%) perceived that the counseling program does in fact include this function.

Duty 5 - Providing counseling to students on an individual one-to-one basis.

Over 93% of all groups perceived that Duty 5 should be a function of the counseling program. Over 83% of all groups with the exception of parents (60%) perceived that the counseling program does include this function.

Duty 6 - Referring students to psychological agencies.

There was general agreement among the study groups (65% - 100%) with the exception of students (36%) that Duty 5 should be a function of the counseling program. Approximately the same percentage of the study groups with the exception of students (11%) and parents (14%) perceived that the counseling program does in fact include this function.

Duty 7 - Counseling with parents of students.

Over 90% of all groups with the exception of students (65%) perceived that Duty 7 should be a function of the counseling program. Over 70% of all the study groups with the exception of students (43%) and parents (49%) perceived that the counseling program does include this function.

Duty 8 - Recording and checking attendance.

Counselors agreed unanimously that Duty 8 should not be a function of the counseling program. However, 37% of the school trustees, 9% of the administrators, 27% of the teachers, 34% of the students and 68% of the parents perceived that the counseling program should perform this duty. While 20% of the counselors indicated they were performing this function approximately 20% of trustees, administrators, and teachers perceived that the counseling program does include this function. Forty-nine percent of the students indicated that the counseling program does include this function.

Duty 9 - Assisting students in vocational planning.

Over 90% of all groups with the exception of students (77%) indicated that Duty 9 should be a function of the counseling program. Percentages ranged from 60% to 100% for all groups indicating that the counseling program does include this function.

Duty 10 - Identifying, recording, and if necessary, limiting the extent of pupil participation in extra-curricular activities.

As indicated in Tables 193 through 198, the six study groups seemed undecided whether Duty 10 should or should not be a function of the counseling program. However, all groups with the exception of students and parents, indicated that in general the counseling program does not include this function.

Duty 11 - Assisting students in locating and enrolling in appropriate post-high educational institutions.

All six study groups strongly indicated (over 90%) that Duty 11 should be a function of the counseling program. All groups, with the exception of parents (40%), strongly indicated that the counseling program does include this function.

Duty 12 - Providing educational and occupational information.

All groups, with the exception of students (32%), strongly indicated that Duty 12 should be a function of the counseling program. All groups, with the exception of students (33%) and parents (58%), strongly indicated that the counseling program does include this function.

Duty 13 - Counseling with students with regard to family problems.

All of the study groups strongly indicated (72% - 100%) that Duty 13 should be a function of the counseling program. With the exception of parents (35%), all groups indicated (50% to 100%) that the counseling program does include this function.

Duty 14 - Counseling with students with regard to emotional problems.

All of the six study groups strongly indicated that Duty 14 should be a function of the counseling program. With the exception of students and parents, all groups strongly indicated that the counseling program does include this function.

Duty 15 - Counseling with students regarding sexual or social problems.

Percentages ranged from 70% to 100% for all study groups indicating that Duty 15 should be a function of the counseling program. Percentages were lower, especially for teachers, students and parents in terms of indicating that the counseling program does include this function.

Duty 16 - Counseling with students regarding drug or alcohol problems.

All of the six study groups strongly indicated that Duty 16 should be a function of the counseling program. Percentages were lower, especially for students (42%) and parents (26%) in terms of indicating that the counseling program does include this function.

Duty 17 - Serving as a referral agent for the teacher when the student's problem is beyond the teacher's training or scope.

Most of the study groups strongly indicated that Duty 17 should be a function of the counseling program. With the exception of students (38%) and parents (26%), all groups strongly indicated that the counseling program does include this function.

Duty 18 - Developing guidance skills of teachers.

Counselors unanimously agreed that Duty 18 should be a function of the counseling program. The other study groups indicated (60% to 70%) that Duty 18 should be a function of the counseling program. While 40% of the counselors indicated they do perform this function, approximately 20% of each of the other groups indicated that the counseling program does include this function.

Duty 19 - Providing group counseling for students.

Percentages ranged from 65% to 100% for all groups in terms of indicating that Duty 19 should be a function of the counseling program. Percentages ranged from 20% to 73% for all groups in terms of indicating that the counseling program does include this function.

Duty 20 - Acting as the first level of referral for failing students.

All study groups strongly indicated that Duty 20 should be a function of the counseling program. Percentages dropped considerably for each group in terms of indicating that the counseling program does include this function.

Duty 21 - Taking classes of absent teachers.

Counselors unanimously agreed Duty 21 should not be a function of the counseling program. Fifty-eight per cent of the teachers indicated Duty 21 should be a function of the counseling program while approximately 30% of each of the other groups indicated Duty 21 should be a function of the counseling program. Counselors indicated they did not perform this function. Teachers indicated (83%) that the counseling program does not include this function. Percentages for each of the other groups were low in terms of indicating that the counseling program does include this function.

Duty 22 - Furnishing a review of student interviews to the teacher who made the referral.

All of the study groups, with the exception of students (41%), strongly indicated Duty 22 should be a function of the counseling program. With the exception of counselors, percentages for each of the other groups dropped considerably (to 20% - 30%) in terms of indicating that the counseling program does include this function.

Duty 23 - Conducting periodic follow-up studies of the school's former pupils (graduates and drop outs).

With the exception of students (51%) and parents (54%), all of the study groups strongly indicated Duty 23 should be a function of the counseling program. For most of the study groups the percentage dropped to near 10% in terms of indicating that the counseling program does include this function.

Duty 24 - Assisting students in finding part-time jobs.

All of the study groups, with the exception of students (84%), seemed undecided whether Duty 24 should or should not be a function of the counseling program. Percentages ranged from 15% to 81% for the study groups in terms of indicating that the counseling program does include this function.

Duty 25 - Teaching academic classes in addition to being counselor.

Counselors unanimously agreed that Duty 25 should not be a function of the counseling program. School trustees, and teachers seemed undecided about this duty. Administrators, students and parents indicated Duty 25 should not be a function of the counseling program. With the exception of school trustees (42%), percentages for each of the other groups were very low (approximately 10%) in terms of indicating that the counseling program does include this function.

Duty 26 - Serving as resource persons to teachers and principals on ability grouping.

With the exception of administrators who tended to be undecided, all of the other groups indicated (percentages ranged from 64% to 95%) that Duty 26 should be a function of the counseling program. Percentages dropped considerably (percentages ranged from 10% to 50%) for all groups in terms of indicating that the counseling program does include this function.

Duty 27 - Providing teachers with class and/or school norms for test results.

With the exception of teachers (72%) and school trustees (89%), all groups seemed undecided whether Duty 27 should or should not be a function of the counseling program. Percentages for the six study groups ranged from 10% to 40% in terms of indicating that the counseling program does include this function.

Duty 28 - Taking part in administrative duties other than those of the guidance program.

With the exception of students and parents who seemed undecided, all of the other study groups indicated Duty 28 should not be a function of the counseling program. Percentages for the six study groups ranged from 10% to 40% in terms of indicating that the counseling program does include this function.

Duty 29 - Coordinating field trips.

With the exception of students and parents who were undecided, the study groups indicated Duty 29 should not be a function of the counseling program. In general the percentages for the six study groups were very low (approximately 10%) in terms of indicating that the counseling program does include this function.

Duty 30 - Providing an orientation program for new students.

All of the study groups strongly indicated that Duty 30 should be a function of the counseling program. Administrators, counselors and teachers indicated (percentages ranged from 67% to 100%) that the counseling program does include this function. Percentages for school trustees, students and parents were considerably lower (percentages ranged from 7% to 37%) in terms of indicating that the counseling program does include this function.

In summary, it has been indicated in Tables 131 through 136 that the strongest disagreement between counselors and the other study groups was on Duties 1, 8, 21 and 25. For Duty 1, counselors felt they should not and generally were not disciplining students while the other groups indicated in various degrees that counselors should be performing this function. Students felt counselors were disciplining students. For Duty 8, counselors felt they should not and generally were not recording and checking attendance while the other groups indicated in various degrees that counselors should be performing this function. Again, students felt counselors were performing this function. For Duty 21, counselors felt they should not and were not taking classes of absent teachers while the other groups indicated in various degrees that counselors should be performing this function. Teachers felt counselors should, but were not performing this function. For Duty 25, counselors felt they should not and generally were not teaching academic classes in addition to being counselor. School trustees and teachers were undecided about this function.

The six study groups were generally undecided whether the counseling program should or should not be responsible for identifying, recording, and if necessary, limiting the extent of pupil participation in extra curricular activities.

The six study groups generally felt that the counseling program should develop guidance skills of teachers, however, counselors themselves and the rest of the study groups indicated this function was not being performed by the counseling program.

The six study groups felt that the counseling program should provide group counseling for students more than they felt this duty was being performed.

The six study groups felt that the counseling program should act as the first level of referral for failing students more than they felt this duty was being performed.

The six study groups, with the exception of students, felt that counselors should furnish a review of student interviews to the teacher who made the referral more than they felt this duty was being performed.

Most of the six study groups indicated that the counseling program should conduct follow-up studies of graduates more than they felt this duty was being performed.

Most of the study groups were undecided whether the counseling program should assist students in finding part time jobs.

Most groups felt counselors should serve as resource persons to teachers and principals on ability grouping more than they felt this duty was being performed.

In general the six study groups, with the exception of teachers, were undecided about whether the counseling program should provide teachers with class and/or school norms for test results.

Some of the study groups felt the counseling program should provide an orientation program for new students more than they felt this duty was being performed.

As was indicated in Tables 135 and 136,a large percentage of students and parents apparently did not know whether or not a majority of the counselor duties were or were not being performed in their schools. This was also true to a lesser extent for teachers and school trustees.

Analysis of Contact and Knowledge Questionnaire

As stated in Chapter IV, it was decided the Contact and Knowledge section of the questionnaire should be dealt with in terms of descriptive statistics. Thus responses to the questions in the Contact and Knowledge section have been reported in percentages. It may be recalled that school trustees were not administered the Contact and Knowledge section of the questionnaire.

In the following discussion the questions included in the Contact and Knowledge section of the Questionnaire administered to each group (administrators, counselors, teachers, students and parents) have been listed along with responses to these questions. Categories within each question where there were no responses have not been reported. Also, percentages of each group who did not respond to certain questions have not been reported.

(a) Administrator Group (N=11)

1. The number of years a school nurse has been available in the high school in which I am presently employed.

    - Knew exact years - 9 - 81.82%
    - Did not know - 2 - 18.18%

2. The number of years specialists such as a reading specialist, a speech therapist, and a school psychologist have been available in the high school in which I am presently employed.

    - Knew exact years - 5 - 45.45%
    - Did not know - 6 - 54.55%

3. The number of years the guidance program has existed in the high school in which I am presently employed.

    - Knew exact years - 10 - 90.91%
    - Did not know - 1 - 9.09%

4. The guidance program in the high school in which I am presently employed has been explained to me by: Specify Position
    (________________________)

    - Counselor or Guidance Dept. - 6 - 54.55%
    - No-one - it is my duty to know - 3 - 27.27%

5. The number of times in the past term I have discussed the guidance program with a counselor or counselors.

    - 0 times - 1 - 9.09%
    - 1-5 times - 4 - 36.36%
    - 6-10 times - 1 - 9.09%
    - over 10 times - 5 - 45.45%

6. The number of times in this term I have been in social contact with a high school counselor.

   - 1-5 times - 5 - 45.45%
   - 6-10 times - 1 - 9.09%
   - over 15 times - 5 - 45.45%

7. The number of times in this term I have been in contact with a high school counselor for purposes of discussing a student's progress or problems.

   - 6 - 10 times - 2 - 18.18%
   - over 15 times - 9 - 81.82%

9. When I have been in contact with the high school counselor to discuss a student's progress or problems.

   - Most of the time the counselor contacted me - 3 - 27.27%
   - Most of the time I contacted the counselor - 7 - 63.64%

Comments - In general it appeared that administrators were more knowledgeable about how long the guidance program and a school nurse had been available in their school than they were about other special services.

In general administrators had been in social contact with counselors, they had been in contact with counselors to discuss the guidance program, and had been in contact with counselors to discuss students' progress and problems. When contact had been made for the latter reason it appeared that the administrators made the initial contact.

(b) Counselor Group (N=15)

1. The number of years a school nurse has been available in the high school in which I am presently employed.

   - Knew exact years - 10 - 66.67%
   - Did not know - 5 - 33.33%

2. The number of years specialists such as a reading specialist, a speech therapist, and a school psychologist have been available in the high school in which I am presently employed.

    - Knew exact years - 8 - 53.33%
    - Did not know - 7 - 46.67%

3. The number of years the guidance program has existed in the high school in which I am presently employed

    - Knew exact years - 10 - 66.67%
    - Did not know - 5 - 33.33%

4. The guidance program in this school is explained to students.

    - In an orientation program for all new students - 7 - 46.67%
    - In group sessions to all students - 4 - 26.67%
    - (Both of the above) - 4 - 26.67%

5. The guidance program in this school is explained to parents

    - Only when individuals ask - 1 - 6.67%
    - At an in-service meeting for all parents - 3 - 20.00%
    - No planned attempt is made to inform parents - 2 - 13.33%
    - Other (responses indicated some form of written correspondence) - 8 - 53.33%

6. The guidance program in this school is explained to teachers.

    - Only when individuals ask - 2 - 13.33%
    - At an in-service for teachers - 9 - 60.00%
    - No planned attempt is made to inform teachers - 2 - 13.33%
    - Other (response indicated written correspondence) - 1 - 6.67%

7. The number of times in the past term I have discussed the guidance program with an administrator.

    - 0 times - 1 - 6.67%
    - 1-5 times - 4 - 26.67%
    - 6-10 times - 3 - 20.00%
    - over 10 times - 6 - 40.00%

8. The number of times in the past term I have discussed the guidance program with a school trustee.

    - 0 times - 9 - 60.00%
    - 1-5 times - 5 - 33.33%

(For questions 9 through 13 only those categories where the majority of responses fell have been reported)

9. Number of times I have been in social contact with a parent.

- 1-5 times - 6 - 40.00%
- 6-10 times - 2 - 13.33%
- over 15 times - 5 - 33.33%

10. Number of times I have been in social contact with a student.

- 1-5 times - 4 - 26.67%
- 6-10 times - 2 - 13.33%
- over 15 times - 8 - 53.33%

11. Number of times I have been in social contact with a teacher.

- 1-5 times - 4 - 26.67%
- 11-15 times - 3 - 20.00%
- over 15 times - 7 - 46.67%

12. Number of times I have been in social contact with an administrator.

- 1-5 times - 9 - 60.00%
- 6-10 times - 2 - 13.33%
- 11-15 times - 4 - 26.67%

13. Number of times I have been in social contact with a school trustee.

- 0 times - 5 - 33.33%
- 1-5 times - 8 - 53.33%
- 6-10 times - 2 - 13.33%

(For questions 14 through 17 only those categories where the majority of responses fell have been reported)

14. Number of times in this term I have been in contact with a parent for purposes of discussing a student's progress or problems.

- 1-5 times - 2 - 13.33%
- 6-10 times - 4 - 26.67%
- over 15 times - 8 - 53.33%

15. Number of times in this term I have been in contact with a teacher for purposes of discussing a student's progress or problems.

- 6-10 times	2	13.33%
- over 15 times	13	86.67%

16. Number of times in this term I have been in contact with a counselor for purposes of discussing a student's progress or problems.

- 6-10 times	4	26.67%
- 11-15 times	2	13.33%
- over 15 times	8	53.33%

17. The number of times in this term I have been in contact with an administrator for purposes of discussing a student's progress or problems.

- 6-10 times	3	20.00%
- 11-15 times	2	13.33%
- over 15 times	8	53.33%

18. In most cases when I have been in contact with a parent for purposes of discussing a student's progress or problems.

- I have contacted the parent	10	66.67%
- The parent has contacted me	5	33.33%

19. In most cases when I have been in contact with a teacher for purposes of discussing a student's progress or problems.

- I have contacted the teacher	13	86.67%
- The teacher has contacted me	2	13.33%

20. In most cases when I have been in contact with an administrator for purposes of discussing a student's progress or problems

- I have contacted the administrator	13	86.67%
- The administrator has contacted me	2	13.33%

21. In this term the number of students I have been in contact with to discuss progress or problems is

- 76-100 students	8	53.33%
- Other	7	46.67%

Responses included in the 'Other' category ranged from approximately 400 to 800.

22. Of the students contacted the percentage of self-referrals would be: Specify approximate percent.

    - Responses ranged from 10% to 95%
    - 7 or 46.67% indicated above 75%
    - 5 or 33.33% indicated from 50% to 75%
    - 3 or 20.00% indicated below 50%

Comments - In general it appeared that counselors were more knowledgeable about how long the guidance program and a school nurse had been available in their school than they were about other special services. According to counselors, an attempt is made to explain the guidance program to students, parents and teachers. The author noticed, however, when marking the questionnaires, there was disagreement among the counselors within each school as to how the guidance program was explained to students, parents and teachers. Counselors had discussed the guidance program with administrators but few had discussed the guidance program with a school trustee.

In general, it appeared counselors had been in social contact with parents, students, teachers, administrators and school trustees. They had also been in contact with parents, teachers, other counselors, and administrators for purposes of discussing a student's progress or problems. It appeared that when counselors had been in contact with parents, teachers and administrators for the above purpose, in the majority of cases it was the counselor who made the initial contact.

Approximately 50% of the counselors had been in contact with from 76 to 100 students in this term (this term was 3 months as the questionnaires were administered in early December) for purposes of discussing student's progress or problems. Approximately 50% of the counselors had been in contact with from 400 to 800 students in that time for the same purpose. According to 80% of the counselors, of the students contacted from 50% to 90% had been self-referrals.

(c) Teacher Group (N=155)

1. The number of years a school nurse has been available in the high school in which I am presently employed.

- Knew exact years	71	45.81%
- Did not know	82	52.90%

2. The number of years specialists such as a reading specialist, a speech therapist, and a school psychologist have been available in the high school in which I am employed.

- Knew exact years	34	21.94%
- Did not know	104	67.10%
- Did not know there were special services available	13	8.39%

3. The number of years the guidance program has existed in the high school in which I am presently employed.

- Knew exact years	98	63.23%
- Did not know	54	34.84%

4. The guidance program in the high school in which I am presently employed has been explained to me by

- A counselor	51	32.90%
- The principal	2	1.29%
- A special meeting for teachers to explore the guidance program	56	36.13%
- No one	39	25.16%

5. The number of times in this term I have been in social contact with a high school counselor.

- 0 times	24	15.48%
- 1-5 times	46	29.68%
- 6-10 times	13	8.39%
- 11-15 times	18	11.61%
- Over 15 times	52	33.55%

6. The number of times in this term I have been in contact with a high school counselor for purposes of discussing a student's progress or problems.

   - 0 times - 15 - 9.68%
   - 1-5 times - 67 - 43.23%
   - 6-10 times - 35 - 22.58%
   - 11-15 times - 19 - 12.26%
   - over 15 times - 16 - 10.32%

7. I have not been in contact with a Counselor because

   Of the 15 (indicated in No. 6) who had not been in contact with a counselor:
   - 11 or 73.33% indicated there was no need
   - 2 or 13.33% indicated they could not get in contact with a counselor
   - 2 or 13.33% indicated 'Other' reasons such as no satisfaction or no confidence in counselors

8. When I have been in contact with the high school counselor to discuss a student's progress or problems

   - Most of the time the counselor contacted me - 30 - 19.35%
   - Most of the time I contacted the counselor - 98 - 63.23%

9. Do you think counselors have an advantage in not being tied down to regular classroom duties and the disciplining of students?

   - Yes - 119 - 76.77%
   - No - 30 - 19.35%

Comments - In general it appeared that teachers were more knowledgeable about how long the guidance program had been available in their school than they were about the school nurse and other special services. The guidance program had been explained to teachers, mainly by a counselor or at a special meeting set up especially for explaining the guidance program in the school to teachers. However, approximately 25% of the teachers indicated no one had explained the guidance program to them.

Teachers indicated they had been in social contact with a counselor and they had been in contact with a counselor for purposes of discussing students' progress and problems. The majority of teachers who had not been in contact with a counselor indicated that they felt there was no need. When contact had been made with a counselor for purposes of discussing students' progress or problems teachers indicated (63%) that they had made the initial contact. A large majority of the teachers (77%) indicated that they felt counselors have an advantage in not being tied down to regular classroom duties and the disciplining of students.

(d) Student Group (N=224)

1. The number of years a school nurse has been available in the high school I attend.

- Knew exact years	35	15.63%
- Did not know	186	83.04%

2. The number of years specialists such as a reading specialist, a speech therapist, and a school psychologist have been available in the high school I attend.

- Knew exact years	6	2.68%
- Did not know	122	54.46%
- I did not know there were such special services available	93	41.52%

3. The number of years the guidance program has existed in the high school I attend.

- Knew exact years	70	31.25%
- Did not know	144	64.29%

4. The guidance program in the high school I attend has been explained to me by

- A teacher	16	7.14%
- A counselor	137	61.16%
- A special meeting for students to explain the guidance program	27	12.05%
- No one	39	17.41%

5. The number of times in this term I have been in social contact with a high school counselor.

- 0 times	-	67	-	29.91%
- 1-5 times	-	133	-	59.38%
- 6-10 times	-	9	-	4.02%
- over 15 times	-	9	-	4.02%

6. The number of times in this term I have been in contact with a high school counselor for purposes of discussing school progress or personal problems is

- 0 times	-	104	-	46.43%
- 1-5 times	-	108	-	48.21%
- 6-10 times	-	7	-	3.12%

7. I have not been in contact with a high school counselor because

Of the 104 (above) who had not been in contact with a counselor the reasons were:

- There has been no need	-	88	-	84.62%
- I could not get in contact with a counselor	-	3	-	2.88%
- I would feel uncomfortable talking to a counselor	-	6	-	5.77%
- Other	-	5	-	4.71%

(Comments written in 'Other' category included: no time, I don't know how to make an appointment, I can work out my own problems, counselors don't know what is best for me, and I don't want to be known)

8. When I have been in contact with the high school counselor to discuss my progress or problems (115 had been in contact with a counselor)

- Most of the time the counselor contacted me	-	40	-	34.79%
- Most of the time I contacted the counselor	-	75	-	65.21%

Comments - In general students did not know how long a school nurse, special services or the guidance program had been available in the school they attended. Approximately 40% of the students did not know special services were available at all. The majority of students had had the guidance program in their school explained to them, in most instances by a counselor.

Approximately 70% of the students had been in social contact with a counselor and 51% of the students had been in contact with a counselor for purposes of discussing school progress or personal problems. Of the students who had not been in contact with a counselor, a large majority indicated that there had been no need to do so. Of the students who had been in contact with a counselor approximately 65% indicated they had made the initial contact with the counselor.

(e) Parent Group (N=243)

1. The number of years a school nurse has been available in the high school my child attends.

- Knew exact years	69	28.40%
- Did not know	174	71.60%

2. The number of years specialists such as a reading specialist, a speech therapist, and a school psychologist have been available in the high school my child attends.

- Knew exact years	22	9.05%
- Did not know	163	67.08%
- I did not know there were such services available	58	23.87%

3. The number of years the guidance program has existed in the high school my child attends.

- Knew exact years	68	27.98%
- Did not know	164	67.49%
- Did not know a guidance program existed	11	4.53%

4. The guidance program in the high school my child attends has been explained to me by

- My child	104	42.39%
- A teacher	8	3.29%
- A counselor	19	7.82%
- The principal	5	2.06%
- A special meeting for parents	16	6.58%
- No one	91	37.45%

5. The number of times in this term I have been in social contact with a high school counselor.

   - 0 times - 210 - 86.83%
   - 1-5 times - 31 - 13.16%

6. The number of times in this term I have been in contact with a high school counselor for purposes of discussing my child's progress or problems.

   - 0 times - 205 - 84.36%
   - 1-5 times - 36 - 14.81%

7. I have not been in contact with a high school counselor because

   Of the 205 (above) who had not been in contact with a counselor the reasons were:

   - There has been no need - 187 - 91.22%
   - I could not get in contact with a counselor - 5 - 2.44%
   - Other - 13 - 6.34%

   (Comments written in 'Other' category included: I have not attempted; unable due to time schedule, I talk to teachers instead, not interested)

8. When I have been in contact with the high school counselor to discuss my child's progress or problems (36 had been in contact with a counselor)

   - Most of the time the counselor contacted me - 8 - 22.22%
   - Most of the time I contacted the counselor - 28 - 77.28%

Comments - A majority of parents did not know how long a school nurse, special services or the guidance program had been available in the high school their child attended. Approximately 25% of the parents did not know that special services existed in the school. According to 42% of the parents, the guidance program in the high school had been explained to them by their child. Thirty-seven per cent of the parents indicated that no one had explained the guidance program to them.

Generally speaking parents had not been in social contact with a counselor nor had many of them been in contact with a counselor for purposes of discussing their child's progress or problems. The majority of parents who had not been in contact with a counselor felt there was no need to do so. Of the few parents who had been in contact with a counselor, 78% indicated that most of the time they had contacted the counselor.

SUMMARY

In Chapter 5 the author has presented the findings resulting from the analyses of the data.

The author has presented a summary of the hypotheses that have been supported in Figures 2 through 10.

FIGURE 2

RESULTS OF TESTS OF HYPOTHESIS I

Hypothesis	Statement of Hypothesis	Result of tests of Hypothesis
1	There will be significant differences in attitude of the six study groups toward present counseling services as measured by mean scores on the Semantic Differential Scales.	Supported for the concepts: Counselor (E and U) Counselor Advice (E and U) Individual Counseling (E and U) School TEacher (U) High School Course Planning (U) Occupational Planning E)

FIGURE 3

RESULTS OF TESTS OF HYPOTHESIS 2

Hypothesis	Statement of Hypothesis	Result of Tests of Hypothesis
2	There will be significant differences in attitudes toward the present counseling services of the six study groups according to sex, age, educational level and religion as measured by mean scores on the Semantic Differential Scales.	Supported for sex for the concepts: Counselor (E and U) Counselor (Advice (U) Individual Counseling (E and U) High School Course Planning (U) Ideal Counselor (E and U) Occupational Planning (E and U) Not Supported for age for any of the concepts Supported for educational levels of students for the concept: High School Course Planning (E) - for educational levels of parents for the concept: Occupational Planning (E) Not Supported for religion for any of the concepts.

FIGURE 4

RESULTS OF TESTS OF HYPOTHESIS 3-A

Hypothesis	Statement of Hypothesis	Results of Tests of Hypothesis
3-A	There will be significant differences in educational viewpoint of the six study groups towards current educational issues as measured by mean scores on the Current Educational Issues Scale.	Supported for issues: Issue 3 Issue 4 Issue 5 Issue 6 Issue 7 Issue 8 Issue 9 Issue 11

FIGURE 5

RESULTS OF TESTS OF HYPOTHESIS 3-B

Hypothesis	Statement of Hypothesis	Result of Tests of Hypothesis		
3-B	There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and educational viewpoint on current issues as measured by scores on the Current Educational Issues Scale.	Supported as follows:		
		Concept	Issue	Groups
		Counselor	1	S.T(E+U),A.(E+U),C.(E), T.(U)
			2	S.(E+U), P.(U)
			3	T.(E+U), P.(U)
			5	T.(U)
			6	S.(E)
			7	A.(E)
			8	T.(E+U)
			10	P.(E)
			11	S.T.(U), T.(U)

FIGURE 5 (CONTINUED)

Hypothesis	Statement of Hypothesis	Result of Tests of Hypothesis		
		Concept	**Issue**	**Groups**
		Counselor Advice	1	ST.(U), A.(E), T.(U), P.(U)
			2	T.(E), S.(U), P.(U)
			3	T.(E+U)
			5	P.(E)
			6	T.(E+U)
			7	A.(E+U)
			8	T.(E+U)
			10	P.(E+U)
			11	T.(U)
		Individual Counseling	1	S.T.(E+U),A.(E+U),T.(E+U), S.(U)
			2	S.(E+U), P.(U)
			3	P.(U)
			5	T.(E)
			7	A.(U)
			8	T.(E)
			10	P.(E+U)
			11	S.(U)
		School Teacher	1	T.(E)
			2	S.(E+U)
			3	T.(E)
			4	T.(U), P.(U)
			5	S.T.(E), P.(E)
			6	T.(U), S.(E)
			7	A.(E+U)
			8	P.(E)
			10	S.(E+U), P.(E+U)
			12	P.(E)
		High School Course Planning	1	S.T.(U), T.(U)
			2	P.(U)
			3	S.T.(U)
			4	P.(U)
			5	P.(E)
			7	A.(U), C.(E)
			9	P.(U)
			10	P.(E+U)

FIGURE 5 (CONTINUED)

Hypothesis	Statement of Hypothesis	Result of Tests of Hypothesis		
		Concept	Issue	Groups
		Ideal Counselor	1	T.(U), S.(U)
			2	T.(U), S.(E+U), P.(U)
			3	S.(U)
			4	P.(U)
			6	S.(E)
			9	S.T.(E+U)
			10	A.(U)
			11	S.T.(E+U)
		Occupational Planning	1	S.T.(E+U),A.(E),T.(E+U), S.(U)
			2	S.(U)
			3	P.(U)
			4	T.(E), P.(U)
			5	S.(E+U), P.(E)
			7	A.(E), T.(U)
			8	A.(E),C.(E+U),P(U)
			9	P.(U)
			10	C.(U)
		Ideal Teacher	1	P.(U)
			2	S.(E+U)
			3	A.(U), S.(E+U)
			4	S.(E), P.(U)
			7	C.(E), P.(U)
			9	S.T.(E+U), P.(E)
			11	C.(U)
			12	A.(E+U), P.(E)

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*In the above figure, S.T. = School Trustees, A. = Administrators, C. = Counselors, T. = Teachers, S. = Students and P. = Parents.

FIGURE 6

RESULTS OF TESTS OF HYPOTHESIS 4-A

Hypothesis	Statement of Hypothesis	Results of Tests of Hypothesis
4-A	There will be significant differences in philosophical orientation of the six study groups as measured by mean scores on the Intellectualism-Pragmatism Scale.	Supported

FIGURE 7

RESULTS OF TESTS OF HYPOTHESIS 4-B

Hypothesis	Statement of Hypothesis	Results of Tests of Hypothesis
4-B	There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and philosophical orientation as measured by scores on the Intellectualism-Pragmatism Scale.	Supported as follows: Concept Counselor and I-P for teachers (U) Concept Counselor Advice and I-P for parents (U) Concept School Teacher and I-P for parents (U) Concept High School Course Planning and I-P for parents (U)

FIGURE 8

RESULTS OF TESTS OF HYPOTHESIS 5

Hypothesis	Statement of Hypothesis	Results of Tests of Hypothesis
5	There will be a significant relationship between educational viewpoint on current educational issues of the six study groups as measured by scores on the Current Educational Issues Scale and philosophical orientation as measured by scores on the Intellectualism-Pragmatism Scale.	Supported as follows: C.E.I.-1 and I-P for T. and S. C.E.I.-2 and I-P for S.T., C., and S. C.E.I.-3 and I-P for A., T., and P. C.E.I.-4 and I-P for S.T. and T. C.E.I.-5 and I-P for S.T., C., and P. C.E.I.-6 and I-P for S.T., T., S., and P. C.E.I.-7 and I-P for S.T., and P. C.E.I.-8 and I-P for A. and T. C.E.I.-9 and I-P for S.T. and P. C.E.I.-10 and I-P for T. and P. C.E.I.-11 and I-P for S.T. and S.

*In the above Figure C.E.I. = Current Educational Issue, I-P = Intellectualism-Pragmation Scale, S.T. = School Trustees, A. = Administrators, C = Counselors, T = Teachers, S = Students, and P. = Parents.

FIGURE 9

RESULTS OF TESTS OF HYPOTHESIS 6-A

Hypothesis	Statement of Hypothesis	Results of Tests of Hypothesis
6-A	There will be significant differences in the perception of preferred and existing counselor duties of the six study groups as measured by mean congruency scores on the Counselor Duties Scale.	Supported

FIGURE 10

RESULTS OF TESTS OF HYPOTHESIS 6-B

Hypothesis	Statement of Hypothesis	Results of Tests of Hypothesis
6-B	There will be a significant relationship between attitudes toward the present counseling services of the six study groups as measured by scores on the Semantic Differential Scales and perception of preferred and existing counselor duties as measured by congruency scores on the Counselor Duties Scale.	Supported as follows: Counselor and C.S. for S.T.(E), T.(E+U), S.(E+U), P. (E+U) Counselor Advice and C.S. for T. (E+U), S(E+U), P. (E+U) Individual Counseling and C.S. for S.T.(E), T.(E+U), S.(E+U), P.(E) School Teacher and C.S. for T.(E), S.(E+U) High School Course Planning and C.S. for S.T.(E), T.(E), S.(E+U), P.(E) Ideal Counselor and C.S. for S.(E+U) Occupational Planning and C.S. for T.(E), S.(E+U), P.(E) Ideal Teacher and C.S. for S. (E+U)

*In the above Figure C.S. = Congruency Score, S.T. = School Trustees, A. = Administrators, T. = Teachers, C. = Counselors, S. = Students and P. = Parents.

In summary, an analysis of the responses on the Counselor Duties Scale indicated that the greatest degree of disagreement between counselors and the other study groups was on Duties 1, 8, 21 and 25. These duties were: disciplining students, recording and checking attendance, taking classes of absent teachers, and teaching academic classes in addition to being counselor.

In general the six study groups were undecided about whether the counseling program should or should not: be responsible for identifying, recording and if necessary, limiting the extent of pupil participation in extra curricular activities; assist students in finding part time jobs; and provide teachers with class and/or school norms for test results.

In general the six study groups felt that the following duties should be performed by the counseling program more than they were actually being performed: develop guidance skills of teachers, provide group counseling for students, act as the first level of referral for failing students, furnish a review of student interviews to the teacher who made the referral, conduct periodic follow-up studies of the school's former pupils, and serve as a resource person to teachers and principals on ability grouping.

In many instances where there was disagreement between groups or within groups on certain duties it was the student group and the parent group where the disagreement was most noticeable. A large percentage of students and parents did not know whether or not a majority of the counselor duties were or were not being performed in the schools.

The analysis of responses in the Contact and Knowledge Questionnaire seemed to indicate that in general the six study groups were more aware of how long the guidance program had been available in the schools than they were of how long the school nurse or special services had been available in the schools. Approximately two-thirds of the students and parents did not know how long the guidance program had been available and 42% of the students and 24% of the parents were unaware that special services were available at all. The guidance department had made an attempt, through various means to explain the guidance program to teachers, students and parents although about one-third of the parents indicated the guidance program had not been explained to them. Counselors within each school did not all agree on the manner in which the guidance program was explained to teachers, students and parents.

Counselors indicated they had been in social contact several times with trustees, administrators, teachers, students and parents. However, 87% of the parent sample indicated they had not been in social contact with a counselor.

Counselors indicated that they had been in contact several times with students, parents, teachers, other counselors, and administrators for purposes of discussing students' progress or problems. Approximately 50% of the student sample and 85% of the parent sample indicated they had not been in contact with a counselor for purposes of discussing students' progress or problems. The main reason given for students and parents not contacting a counselor was that they felt there was no need.

A large majority of counselors indicated that when they were in contact with parents, teachers and administrators for purposes of discussing students' progress or problems, they had made the initial contact. However, when parents, teachers and administrators were asked who made the initial contact they all indicated by a large majority that they had made the initial contact with the counselor.

Approximately 50% of the counselors had been in contact with 75 to 100 students in the three months of this term. The other 50% of the counselors had been in contact with from 400 to 800 students in this term for purposes of discussing students' progress or problems. About 80% of the counselors indicated that over 50% of the students they had been in contact with were self-referrals. Approximately 65% of the students who had been in contact with a counselor indicated that they had made the initial contact with the counselor.

Seventy-seven per cent of the teachers indicated that they felt counselors have an advantage in not being tied down to regular classroom duties and the disciplining of students.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The major purpose of this investigation was to determine what attitudes the high school counselors and their various publics held toward some of the present counseling services in their high schools. An attempt was also made to determine whether certain selected factors were significant in determining the attitudes held toward the counseling services.

Literature related to role theory in counseling, the role of the school counselor, and attitudes toward the school counselor was examined. Role expectations seem to be a basic component in role theory in counseling and the studies cited in Chapter 2 indicated that expectations held for the role of the counselor varied from one segment of society to another and were often conflicting in nature. There appeared to be no clear consensus of what the role of the counselor should be or of how well the counselors' publics felt the counselor had met their needs. This survey of the literature led the author to believe that there was a need for further research in the area of counselor effectiveness and counselor role. At a time when accountability has become an increasingly important factor in education the author felt there was a need to explore public attitudes toward present high school counseling services and factors which may have influenced these attitudes. It was postulated that if these factors were found relevant to expressed attitude toward present counseling services there may be implications for clarification of areas of conflict in role definition for the counselor.

In exploring public attitudes the author felt there was a need to include as many segments of the public as was feasibly possible. Thus those groups which were most directly involved with the counselor became the target population for the study. The groups included in the study were school trustees, administrators, counselors, teachers, students and parents.

Attitudes toward some of the present counseling services and factors which may have influenced these attitudes were assessed through the use of a questionnaire composed of six instruments. Attitudes toward the present counseling services were assessed through the use of Semantic Differential Scales. Factors which may have influenced expressed attitudes were assessed through the use of a Biographical Data Form, the Current Educational Issues Scale, the Intellectualism-Pragmatism Scale, the Counselor Duties Scale and the Contact and Knowledge Questionnaire.

A pilot study to investigate the feasibility of the instruments, instrument format, face validity and reliability was completed in June of 1972. Results of the pilot study led the author to believe the instruments were suitable for use in the main study.

The target population included in the main study which was conducted in December of 1972 was composed of all school trustees, all administrators, all counselors, all teachers, a stratified random sample of students and their parents associated with four high schools in two school systems (Catholic and Public) in two major cities in Alberta.

The findings resulting from the analysis of the data strongly supported Hypotheses 1, 3-A, 4-A, 5, 6-A and 6-B. Although supported in some instances, Hypotheses 2, 3-B, and 4-B were not generally supported.

In summary, one might conclude that the counselors various publics did have different attitudes toward present counseling services, both in terms of counseling services provided and in terms of the need or urgency of such services.

With the exception of differences according to sex, personal characteristics such as age, educational level and religion did not seem to influence attitude expressed toward the counseling services of the six study groups.

Position on current educational issues for the six study groups, with the exception of four issues, did not generally seem to influence attitudes expressed toward counseling services. However, the fact that the six study groups did differ in their position on most of the current educational issues would seem to be valuable information for counselors as part of the total educational team of a school.

The six study groups differed significantly in their philosophical orientation. Again, although philosophical orientation of the six study groups did not in general seem related to expressed attitudes toward counseling services, it did seem to be related to position stated on current educational issues, especially for trustees, teachers, parents and students. This knowledge may also be useful to counselors in dealing with their various publics.

The six study groups differed significantly in their philosophical orientation. Again, although philosophical orientation of the six toward counseling services it did seem to be related to position stated on current educational issues especially for trustees, teachers, parents and students. This knowledge may also be useful to counselors in dealing with their various publics.

The six study groups differed significantly in perception of preferred and existing counselor duties as revealed by mean congruency scores. There appeared to be a relationship between congruency scores and attitude toward present counseling services for teachers, students and parents. This difference in perception of preferred and existing counselor duties reflected by congruency scores was also reflected in the results of analysis of the Counselor Duties Scale. These differences, along with a general lack of knowledge of what duties were being performed by the counseling services (especially for students and parents), and the lack of contact with parents reflected in the Contact and Knowledge Questionnaire seemed to indicate counselors have much work to do in the area of communication.

A more detailed account of results has been presented below in the conclusions.

CONCLUSIONS

The author has not intended the schools included in this study to be representative of all high schools in Alberta or Canada. Conclusions reached and recommendations made on the basis of results of this study are applicable only to those schools which participated in the study.

Based upon the findings of this study the following conclusions seemed warranted:

1. Semantic Differential

Concepts included: Counselor, Counselor Advice, Individual Counseling, School Teacher, High School Course Planning, Ideal Counselor, Occupational Planning and Ideal Teacher.

(a) General Trends

In general the six study groups had a less positive attitude toward existing counseling services provided, than they had toward the need for counseling services. This difference in attitude was especially noticeable for High School Course Planning and Occupational Planning. All study groups had a very positive attitude about the need or urgency of these two services. Counselors mean scores on these two concepts differed considerably between the evaluative and urgency factors, with the mean score on the urgency factor being considerably higher.

With the exception of teachers, in general the study groups had a slightly positive attitude towards the guidance and counseling services provided. Generally speaking counselors were the most impressed with the counseling services provided, followed by administrators, school trustees, students, parents and teachers.

With the exception of teachers for some of the counseling services, in general the study groups moved to a quite positive attitude about the need or urgency of the counseling services.

All groups, with the exception of the teachers' attitude toward the concept Counselor, indicated a slightly positive attitude in terms of evaluating the concepts School Teacher and Counselor. Thus it seemed school trustees, administrators, counselors, students and parents held the same attitude toward teachers as they did toward counselors. It was interesting to note that counselors evaluated teachers higher than teachers evaluated themselves.

All groups indicated by their mean scores on the urgency factor of the concepts Teacher and Counselor that there was a greater need for school teachers than there was for counselors.

In summary, the general trends outlined above seemed to indicate there was a difference in attitude of the six study groups between counseling services provided and the need or urgency for such services.

Differences between groups in attitudes toward these individual guidance and counseling concepts were investigated by the use of the Scheffé technique. Group differences were found to exist for several of the concepts.

(b) Differences Between Groups for the Evaluative Factor of the Concepts on the Semantic Differential

For the evaluative factor there were four concepts; Counselor, Counselor Advice, Individual Counseling and Occupational Planning, where there was disagreement between groups.

For the concept Counselor, there was a difference in attitude between counselors and teachers, teachers and students, and teachers and parents, with teachers providing the lowest mean rating and counselors the highest. Differences in mean ratings of these four groups were significant at the .01 level.

For the concept Counselor Advice, there was a difference in attitude between counselors and teachers, teachers and students, and teachers and parents, with teachers providing the lowest mean rating and counselors the highest. Differences in mean ratings of these four groups were significant at the .01 level.

For the concept Individual Counseling, there was a difference in attitude between counselors and teachers, and teachers and students, with teachers providing the lowest mean rating and counselors the highest. Differences in mean ratings of these three groups were significant at the .01 level.

For the concept Occupational Planning, there was a significant difference in attitude at the .01 level between teachers and students, with teachers providing the lowest score and students the highest.

In summary, for the evaluative factor there appeared to be a difference in attitude mainly between counselors, teachers, students and parents on four of the concepts. It may be recalled that teachers, students and parents consistently scored lower than trustees, administrators and counselors on the evaluative factor of the eight concepts. With regard to the four concepts discussed above, teachers held a significantly lower attitude than did students, parents and counselors.

(c) Differences Between Groups for the Urgency Factor of the Concepts on the Semantic Differential

For the urgency factor there were five concepts; Counselor, Counselor Advice, Individual Counseling, School Teacher, and High School Course Planning, where there was a difference in attitude between groups.

For the concept Counselor, there was a difference in attitude between counselors and teachers, teachers and parents, and students and parents, with teachers providing the lowest mean rating and counselors the highest. Differences between counselors and teachers, and students and parents were significant at the .05 level while differences between teachers and parents were significant at the .01 level.

For the concept Counselor Advice, there was a significant difference in attitude at the .01 level between teachers and parents and students and parents, with teachers providing the lowest mean rating and parents the highest.

For the concept Individual Counseling, there was a significant difference in attitude at the .01 level between trustees and teachers, counselors and teachers, teachers and parents, and students and parents. Again teachers provided the lowest mean rating and counselors the highest.

For the concept School Teacher, there was a significant difference in attitude at the .01 level between teachers and students, and students and parents, with students providing the lowest mean rating and parents the highest.

For the concept High School Course Planning, there was a difference in attitude between students and parents, with students providing a lower mean rating than parents. The difference in mean ratings of these two groups was significant at the .05 level.

In summary, for the urgency factor there appeared to be differences mainly between students and parents, teachers and students, and teachers and parents on five of the concepts. In general teachers scored consistently lower on these concepts than did students or parents.

According to the results discussed above one may conclude that the study groups differed both in their attitude toward counseling services provided and in their attitude for the need or urgency for such services.

2. Biographical Data

Attitude toward present counseling services were also analysed in terms of sex, age, educational levels and religion.

(a) Differences in Attitude According to Sex

With regard to sex, five of the study groups (trustees, counselors, teachers, students and parents) were included in the analyses of attitudes toward the counseling concepts.

For the evaluative factor of the concepts Counselor, Individual Counseling, Ideal Counselor and Occupational Planning there were significant differences in mean ratings between males and females. Differences for the concepts Counselor and Ideal Counselor were significant at the .05 level. Differences for the concepts Individual Counseling and Occupational Planning were significant at the .01 level. For all concepts where there were differences, female mean ratings were higher than were male mean ratings.

For the urgency factor of the concepts Counselor, Counselor Advice, Individual Counseling, High School Course Planning, Ideal Counselor and Occupational Planning there were significant differences in mean ratings between males and females. Differences for the concepts Counselor, Counselor Advice, Individual Counseling, and High School Course Planning were significant at the .05 level. Differences for the concepts Ideal Counselor and Occupational Planning were significant at the .01 level. For all concepts where there were differences, female mean ratings were higher than were male mean ratings.

In general one may conclude from the results indicated above that males and females differed both in their attitude toward counseling services provided and in their attitude for the need or urgency for such services. In both instances females had a more positive attitude than did males.

(b) Differences in Attitude According to Age

With regard to age, two of the study groups (teachers and parents) classified by four age levels were included in the analyses of attitudes toward the counseling concepts.

The analysis of the data indicated there were no significant differences in attitude toward the eight concepts according to age. Thus age did not appear to make a difference in how teachers and parents rated the counseling services provided or in how they rated the need for such services.

(c) Differences in Attitude According to Educational Level

With regard to educational level, the three grade levels (10, 11 and 12) of students were included in the analyses of attitudes toward the counseling concepts.

The analyses of the data indicated that only in one instance, for the concept High School Course Planning - evaluative factor, was there a significant difference, with grade 10 students having a more positive attitude than grade 12 students. This differences was significant at the .05 level.

In general one may conclude that grade level of students did not appear to make a difference in how students rated the counseling services provided, or in how they rated the need for such services.

With regard to educational level, responses of parents classified by five educational levels were included in the analyses of attitudes toward the eight concepts.

Analyses of the data indicated that in only one instance, for the concept Occupational Planning - evaluative factor, was there a significant difference, where parents with elementary education had a more positive attitude than parents with technical or trade training. This difference was significant at the .05 level.

In general one may conclude that educational level of parents did not appear to influence how they rated existing counseling services or how they rated the need for such services.

(d) Differences in Attitude According to Religion

Analyses of the data with regard to religion indicated there was no significant difference between Catholics and Protestants in how they rated the counseling concepts. Thus it appeared religion of the six study groups did not influence attitude toward counseling services provided, or the need for such services.

In summary, with the exception of sex differences; personal characteristics such as age, educational level and religion did not seem to make a difference in expressed attitudes toward counseling services.

3. Current Educational Issues

(a) General Trends

The six study groups seemed to agree with the following issues as stated: schools should make Drug and Alcohol education available to all students, schools should make Family Life education available to all students, education should be more concerned with meeting needs of individuals rather than focusing on course content, and all courses and textbooks in schools should have more Canadian content. All groups disagreed with the premise that when some children do poorly in school the chief blame should be placed on the school.

The six study groups differed in their degree of agreement or disagreement with the other current educational issues as stated. These differences have been discussed in the following section.

(b) Differences Between Groups on Current Educational Issues

There was a significant difference at the .01 level between students and parents in terms of degree of agreement that all schools should make traditional religious education available to all students. Students tended to disagree and parents tended to agree with this issue as stated.

There was a significant difference at the .01 level between trustees and students, teachers and students, and students and parents; and a significant difference at the .05 level between administrators and students in terms of degree of agreement that discipline in the schools should be less strict. Trustees, teachers, parents and administrators tended to disagree while students tended to agree with this issue as stated.

There was a significant difference at the .01 level between teachers and students, and students and parents in terms of degree of agreement that more emphasis should be placed on the 3R's. Teachers and parents tended to agree that more emphasis should be placed on the 3R's while students seemed undecided about this issue as stated.

There was a significant difference at the .01 level between trustees and parents, administrators and parents, counselors and parents, teachers and parents, and students and parents in terms of degree of agreement that there should be a standardized curriculum for all Alberta schools. Trustees, administrators and counselors disagreed that there should be a standardized curriculum. Teachers and students were undecided and parents agreed with this issue as stated.

There was a significant difference at the .01 level between trustees and parents, teachers and students, teachers and parents and students and parents; and a significant difference at the .05 level between counselors and students in terms of degree of agreement that school attendance should be more strictly enforced. Trustees and students disagreed that school attendance should be more strictly enforced while counselors, teachers and parents agreed that attendance should be more strictly enforced.

There was a significant difference at the .01 level between counselors and parents, teachers and students, and students and parents in terms of degree of agreement that more money should be spent in schools for experimentation. Counselors, teachers and students tended to agree that more money should be spent in the schools for experimentation while parents tended to disagree with this issue as stated. Although both teachers and students tended to agree with this issue as stated, students agreed more strongly than did teachers.

There was a significant difference at the .01 level between trustees and students, and teachers and students, in terms of degree of agreement that students with various disabilities should be placed in ordinary classrooms. Trustees and teachers disagreed that students with various disabilities should be placed in ordinary classrooms while students tended to agree with this issue as stated.

There was a significant difference at the .01 level between teachers and students in terms of degree of agreement that education should be more concerned with meeting needs of individuals rather than focusing on course content. Although both teachers and students agreed with this issues as stated, students agreed more strongly than did teachers.

In summary, one may conclude that in most instances where there were significant group differences, the differences were between students and the other study groups and between parents and the other study groups. In addition, in all but two instances where there were significant group differences, students and parents disagreed about the issues as stated. An examination of the mean scores for issues where groups differed, especially student and parent groups, indicated that in general parents tended to want school practices to remain in what may be termed a traditional manner whereas students appeared to want school practices to change from traditional methods. For instance, parents agreed, and students disagreed that traditional religious education should be available in the schools. Parents disagreed and students agreed that discipline in the schools should be less strict. Parents agreed and students disagreed that more emphasis should be placed on the 3R's. Parents agreed and students disagreed that school attendance should be more strictly enforced. Parents disagreed and students agreed that more money should be spent in the schools on experimentation. It was interesting to note that while counselors disagreed with the other study groups in only three instances (twice with parents and once with students) they tended to agree with parents on the issues concerning traditional religious education, discipline, the 3R's and school attendance. In general school trustees, teachers and administrators also tended to agree with parents on these issues as stated.

Finally, one may conclude from the significant differences indicated in the discussion above, the six study groups did have different opinions concerning most of the current educational issues.

(c) Correlation Between Scores on Semantic Differential Concepts and Stated Position on Current Educational Issues

The reader may note that throughout the discussions of correlations in this section where the author has attempted to draw some meaningful conclusions, the suppositions made should be taken to mean only possible relationships which may exist and not cause and effect relationships.

From the significant positive correlations between the scores on the Semantic Differential and position stated on Issue 1, one might conclude that counselors involved in Drug and Alcohol education programs might expect that they could predict trustees and teachers' reactions to such programs. e.g. Counselors who are being supported by trustees could expect support for a Drug and Alcohol education program from trustees.

From the significant positive correlations between the scores on the concepts of the Semantic Differential and position stated on Issue 2, one might conclude that counselors involved in Family Life education programs might expect that they could predict students and parents' reactions to such programs. eg. Counselors who are being supported by students could expect support for a Family Life education program from students.

From the significant positive correlations between the scores on the concepts of the Semantic Differential and position stated on Issue 7, one might conclude that counselors involved in a program involving strict enforcement of attendance might expect that they could predict administrators' reactions to such programs. eg. Counselors who are being supported by administrators could expect support for a program involving strict enforcement of attendance.

From the significant negative correlations between the scores on the concepts of the Semantic Differential and position stated on Issue 10, one might conclude that counselors involved in programs for assisting students to do better in schools might expect that they could predict parents' reactions to such programs. eg. Counselors who are being supported by parents could expect support for a program which assists students in doing better in school, as parents who support counselors do not blame the school when students do poorly.

From the number and pattern of significant correlations between the scores on the concepts of the Semantic Differential and positions stated on Issues 3, 4, 5, 6, 8, 9, 11 and 12 one might conclude that there was no relationship between attitude toward counseling services and the various publics' degree of agreement with these issues as stated.

In summary, when scores on the concepts of the Semantic Differential were correlated with position stated on Current Educational Issues, for only four issues did there appear to be a relationship between attitude toward counseling services and the various publics' degree of agreement with the issues as stated.

4. Intellectualism-Pragmatism Scale

(a) General Trends

Counselors tended to be the most intellectual (liberal) or least pragmatic (conservative) of the six study groups. Counselors were followed by school trustees, teachers, administrators, students and parents who were the least intellectual (liberal) or most pragmatic (conservative).

(b) Differences Between Groups on the Intellectualism-Pragmatism Scale

For the Intellectualism-Pragmatism Scale there were significant differences at the .05 level between trustees and parents, counselors and students, and students and parents; and at the .01 level for counselors and parents, teachers and students, and teachers and parents. Counselors provided the highest mean scores (most liberal) while parents provided the lowest mean score (least liberal). One may conclude that counselors and their various publics do differ in their philosophical orientation.

According to Block and Yuker's (1964) definition of intellectual (liberal) and pragmatic (conservative), counselors then tend to believe that education is for enrichment more than do students and parents. Or to put it another way, students and parents, being less liberal or more conservative tend to believe education should be for the development of useful skills. Perhaps one may conclude that teachers, and especially counselors, should be conscious of the fact that when dealing with students and parents, they are dealing with two groups who differ from them in attitude toward education.

(c) Correlation Between Scores on Semantic Differential Concepts and Scores on the Intellectualism-Pragmatism Scale

From the number, pattern and level of significance of the significant correlations between the scores on the concepts of the Semantic Differential and scores on the Intellectual-Pragmatism Scale one might conclude that there was no relationship between attitude toward counseling services and philosophical orientation.

5. Correlation Between Scores on the Current Educational Issues Scale and Scores on the Intellectualism-Pragmatism Scale

From the number and pattern of significant correlations between scores or position stated on the Current Educational Issues and scores or philosophical orientation indicated on the Intellectualism-Pragmatism Scale one might conclude that there appeared to be a relationship for school trustees, teachers, parents, and to a lesser extent students, between degree of agreement with certain current issues and philosophical orientation. Thus it would seem that counselors involved in programs involving these current issues might be able to predict the support they would get from trustees, teachers, parents and students if they are aware of the philosophical orientation of these groups.

6. Congruency Scores on the Counselor Duties Scale

(a) General Trends

Considering that the total possible congruency score on the Counselor Duties Scale was 30, with the exception of administrators and counselors, the mean scores for school trustees, teachers, students and parents were very low. According to the manner in which the congruency score was arrived at, a low score could mean one of two things. Either there was disagreement for school trustees, teachers, students and parents between how they perceived preferred and existing counselor duties or, they did not know whether or not preferred duties were actually being performed in the schools. An examination of responses on the Counselor Duties Scale, which will be discussed in more detail in a later section, seemed to indicate that for students and parents and to a lesser extent school trustees the latter reason accounted for a certain amount of decrease in congruency scores. The former reason seemed more appropriate for teachers. It would seem reasonable to conclude from this that counselors must make more of an attempt to inform their various publics about the duties that are being performed by the counseling services and attempt to bridge the gap between what their various publics feel they should be doing and are in fact doing.

(b) Differences Between Groups on the Congruency Score of the Counselor Duties Scale

For the Congruency Scores there were significant differences at the .01 level between trustees and parents, administrators and students, administrators and parents, counselors and teachers, counselors and students, counselors and parents, teachers and students, and teachers and parents, with counselors providing the highest mean score and parents the lowest mean score.

It would appear from this that counselors must make a concerted effort to make known especially to teachers, students and parents what duties they feel should and are being performed by the counseling services.

(c) Correlation Between Scores on the Semantic Differential and Congruency Scores of the Counselor Duties Scale

From the number of positive correlations between scores on the Semantic Differential and Congruency Scores of the Counselor Duties Scale one might conclude that there appeared to be a relationship for teachers, students and parents between attitude toward counseling services and degree of agreement on preferred and existing counselor duties. Again, one may conclude that if attitude toward counseling services of the counselors' various publics are influenced by degree of agreement on preferred and existing counselor duties, counselors must attempt to come to grips with the differences between role expectations and role enactment both for themselves and for their various publics.

7. Counselor Duties Scale

When responses of the six study groups to each of the duties on the Counselor Duties Scale were analyzed three major trends appeared.

First, counselors disagreed with the other groups on duties which have been a source of disagreement among the counselors' publics almost throughout the history of counseling. Counselors felt they should not and generally were not disciplining students, recording and checking attendance, taking classes of absent teachers and teaching academic classes in addition to being counselor. The other five study groups felt, in various degrees, that counselors should be performing these functions but in general were not. Students, however, felt counselors were in fact disciplining students and recording and checking attendance. If counselors felt they should not and were not performing these functions and students felt counselors were performing these functions there appears to be communication gap between counselors and students. This gap is an important one, as if disciplining students is interpreted wrongly by students, the counselors relationship with students could be endangered.

Second, where there were other disagreements between counselors and their various publics (cited in Chapter 5) the disagreement arose from the fact that the various publics perceived that counseling programs should be performing certain duties more than they felt these duties were being performed by the counseling program. One may conclude that counselors must make known their extent of desired involvement in certain duties expected of them.

Third, parents and students, and to a lesser degree teachers and school trustees, were generally unaware of what functions were actually being performed by the counseling programs in their schools. Again one may conclude that counselors must make a concerted effort to let their publics know what services are provided by the counseling program.

8. Contact and Knowledge Questionnaire

In general the six study groups were more knowledgeable about how long the guidance program had existed in their school than they were about how long a school nurse or special services had been available. About one fifth of the parents and two-fifths of the students did not know any special services existed at all.

Counselors indicated they had attempted, through various means, to explain the guidance program to their various publics. However, there was disagreement among counselors within certain schools as to how the various publics were informed. Despite the attempts of counselors to explain the guidance program approximately 17% of the students, 25% of the teachers, and 38% of the parents indicated that noone had explained the guidance program to them.

Counselors indicated they had in general been in social contact with their various publics. Only parents (86%) indicated they had not been in social contact with counselors.

Counselors indicated they had been in contact several times with their various publics for purposes of discussing student progress or problems. However, 84% of the parents and 46% of the students indicated they had never been in contact with a counselor for this purpose. When contact had not been made, the main reasons given were that there was no time or no need for such contact.

Counselors indicated that when they had been in contact with their various publics, with the exception of students, for purposes of discussing student progress or problems, they (the counselors) had made the initial contact. However, when other groups were asked who made the initial contact they indicated that they, not the counselor, had made the initial contact.

Approximately 50% of the counselors indicated they had been in contact with 45 to 100 students for purposes of discussing student progress or problems in the three months of the term preceding the administration of questionnaires. The other 50% of the counselors had been in contact with from 400 to 800 students for the same purpose in the same three months. Most contacts were self-referrals from the students.

Seventy-six per cent of the teachers felt counselors had an advantage in not being tied down to regular classroom duties and the disciplining of students.

From the above discussion one may conclude that counselors are in contact with their various publics, both in terms of social contact and contact for discussing students' progress or problems. Parents, and to a lesser extent students, had not been in social contact with the counselor or in contact to discuss students' progress or problems. A majority of parents and about half of the students indicated there was no need to contact a counselor. This seemed to be somewhat inconsistent with the need for counseling services which these groups indicated by their responses to the Semantic Differential.

One may conclude that about half of the counselors were extremely busy if they were in contact with from 400 to 800 students in three months.

Finally, teachers seem to feel counselors have an advantage in not being tied down to regular classroom duties and the disciplining of students. This may or may not have influenced their attitude toward counselors but it is a feeling that counselors should be aware of. Perhaps counselors need to give teachers a better understanding of why their duties cannot include the disciplining of students.

RECOMMENDATIONS

The major purpose of this study was to discover various publics' attitudes toward present high school counseling services and factors which may have influenced these attitudes. It was felt that information gained from such a study might have implications for the development of role theory in counseling and help clarify areas of role conflict in counseling. With this objective in mind the following recommendations have been made:

1. General trends in attitude toward the present counseling services indicated there was a shift from a slightly positive attitude toward existing services to a quite positive attitude toward the need or urgency for such services. Further research should be directed at determining why this discrepancy exists.
2. There were group differences in attitude toward the quality of existing services and attitude toward the urgency for such services. The results of this study were not unlike those reported by Sankey (1970) in this respect with the exception that he included three groups in his study while the author included six study groups. Further research should be directed at determining how universal group differences are throughout the province and country. In addition, other groups such as Counselor Educators and groups concerned with education such as the Chamber of Commerce should be included in research related to attitudes toward counseling services. If this discrepancy is apparent throughout the province and country and between more groups associated with education, it would seem counselor training institutions should emphasize the importance of the counselors' responsibility in communication of the function and purpose of the guidance program to the publics with whom the counselor works.
3. The concept Counselor (E) and the concept School Teacher (E) were generally rated the same by the other study groups in that the attitude expressed toward these two concepts was generally slightly positive. Perhaps various publics have a slightly positive atti-

tude toward all professional school personnel even though they have a quite positive attitude toward the need for such personnel. Further research should include an attitude study toward teachers, counselors and administrators. If further research reveals that the various publics' attitude toward these three groups of professional school personnel are slightly positive compared to a quite positive attitude in terms of need for such personnel perhaps training institutions should be made aware of the need for closing this gap.

4. Counselors rated the concept Counselor (E) higher than they did the concept School Teacher (E), however, they rated the concept School Teacher (E) higher than did teachers themselves. Teachers rated the concept Counselor (E) very low. The author feels that research should compare attitudes towards counselors of teachers with no counselor training with teachers who have had some counselor training. Perhaps counselors had a higher attitude toward teachers because most counselors have had teaching experience. On the other hand, perhaps teachers rated counselors lower because the majority of teachers have had no counseling experience and so have less understanding of what the role of the counselor entails. If such research revealed that teachers with some counselor training had a more positive attitude toward counselors than teachers with no counselor training perhaps teacher education may include some kind of counselor training that would be of benefit to both teachers and counselors in the school.

5. Teachers consistently rated existing counseling services lower than did the other study groups. It may be recommended that there is a need for in-service training for teachers, counselors and administrators in order to clarify and come to some agreement on the role of the counselor, and that total staff participation in this in-service training is of major importance. Because teachers felt counselors had an advantage in not being tied down to regular classroom duties and the disciplining of students, it would seem some understanding must be achieved between counselors and teachers in terms of why counselors should not partake of certain duties. Likewise, the areas of disagreement on this Counselor Duties Scale seemed to indicate that an in-service for counselors, teachers and administrators would be valuable for all concerned.
6. It may be recommended that counselors attempt to contact small groups of teachers (eg. 1 to 5) in order to clarify what the role of the counselor should be. These small group meetings may be in addition to larger meetings involving the whole staff.
7. In general the study groups did differ in their degree of agreement with current educational issues. Where differences arose it was mainly between students and the other study groups or between students and parents. In general the study groups, with the exception of students, tended to want school practices to remain as they have in the past. Students seemed to want more freedom. It may be recommended that further research be directed at examining

educational issues in order to better meet the needs of students. Results of the current educational issues seemed to support Manning's (1970) statement that high school students were unhappy with their schooling experiences mainly because of rules and courses which they considered unrelated to their lives or needs.

8. All study groups agreed that Drug and Alcohol education and Family Life education should be made available to all students. One may recommend that counselors and all school personnel make an effort to meet public needs in this area.
9. It appeared that parents and students were more conservative groups than were the other study groups in terms of philosophical orientation. This philosophical orientation seemed to be related to positions on current issues for school trustees, teachers and parents. It may be recommended that school personnel be made more aware of the students and parents' philosophical orientation as according to Block and Yuker (1964), philosophical orientation affects one's perception of the goals of education. If the school is to meet the perceived needs of students and parents an awareness of these needs is a necessary factor in planning goals of education.
10. Mean congruency scores for school trustees, teachers, students and parents were very low which indicated a disagreement in perception of preferred and existing counselor duties and/or a general lack of knowledge about existing counselor duties for these groups. Students and parents in general did not know what functions or duties were being performed by the counseling programs

in their schools even though counselors indicated they had attempted to explain the guidance programs to their various publics. Parents, in particular, had not been in contact with counselors. It may be recommended that stress should be placed upon the communication of the purpose and function of the guidance program to all school personnel and especially to students and parents. A concerted effort must be made on the part of counselors to encourage parents to become aware of the counseling services available in the schools.

11. It may be recommended that counselors should contact small samples of parents in order to determine why the lack of knowledge, and why the general lack of interest, in counseling programs in the schools.
12. It would appear that new orientation programs must be developed for students and teachers. These new orientation programs must involve students and teachers more directly so that they are perceived as meeting real needs in the school situation. Approaches to orientation such as peer involvement, direct liason with other training institutions and agencies, and involvement of staff in areas under discussion should be undertaken.
13. In their discussion of role theory, Biddle and Thomas (1966) have stated that role analysts examine such problems as specialization of performance and the division of labor. Sarben (1954) in his discussion of role theory has stated that all societies are organized around positions and the persons who occupy these positions perform specialized actions or roles. It appeared from results obtained in this study that the counselors' publics were not aware

of the ways in which a counselor is a specialist. Although they agreed with, and saw the need for certain functions in which the counselor specializes, they also felt the counselor should be disciplining students, checking attendance and teaching classes of absent teachers etc. It would seem that role theory in counseling should give special attention to areas of specialization in counseling so that public role expectations of the counselor adhere to these specialized areas. Without this understanding of the counselor's specialized role there will always be what Haettenschweller (1970) described as negative sanctions toward the counselor which include prescribing nonprofessional duties. This is not to suggest, however, that the counselor lose sight of the fact that he is part of a total educational team. As such though he must be allowed to perform those duties he has special training to perform.

14. Sarbin and Allen (1968) in their discussion of role theory have defined clarity of role expectations as the difference between optimal amount of information needed about role expectations and the amount actually available to a person. Perhaps counselors are not getting enough feedback from their publics, especially from parents with whom they have very little contact. One may recommend that an attempt be made by all guidance programs to make continuous evaluation a part of their programs in order to help clarify their role.

15. Counselors themselves generally indicated a discrepancy between the quality of existing services and the urgency of such. This

discrepancy was especially obvious for the concepts High School Course Planning and Occupational Planning. The discrepancy between quality of existing services and the need of such for these two concepts was also especially obvious for the other study groups. According to Bentley (1968), role is defined as an inclusive term consisting of role performance, role expectations, role conceptions and role acceptance. In the above discussion it would seem that the counselor's role performance has not met with his or the publics' role expectations. Perhaps further investigation should be carried out to determine whether or not counselors feel such duties as High School Course Planning and Occupational Planning are a part of their own role expectations or role conceptions and whether or not they have accepted these duties as part of their role. The fact that this study has revealed that conflicts do exist between role expectations, role conceptions, role performance, and role acceptance would seem to indicate that counselors must consistently strive for the refinement of responsibilities which will give meaning and direction to their roles.

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APPENDIX A

STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

SECTION I

On the following pages there is a different person or idea for you to describe. Some of these persons or ideas pertain to school counseling, and some pertain to teaching. Your description can be made by marking the list of words on the page. Take a look to see how this is done. Each pair of words forms a scale. By making a check mark along the scale you can indicate what you associate with the particular kind of person or idea.

If you feel that the idea or person named at the top of the page is extremely (or highly) related with one end of the scale, you would place a check mark as follows:

fair ✓ ____ ____ ____ ____ ____ ____ unfair

OR

fair ____ ____ ____ ____ ____ ____ ✓ unfair

If you feel that the idea or person is quite (or moderately) related to one or the other end of the scale, you would place your check as follows:

strong ____ ✓ ____ ____ ____ ____ ____ weak

OR

strong ____ ____ ____ ____ ____ ✓ ____ weak

If the idea or person seems only slightly related to one side as opposed to the other you would check as follows:

active ____ ____ ✓ ____ ____ ____ ____ passive

OR

active ____ ____ ____ ____ ✓ ____ ____ passive

If you considered both sides equally related, you would check the middle space on the scale.

Remember: never put more than one check mark on any one scale. Be sure to check every item. If you feel that a pair of adjectives does not apply or if you are undecided, place a check mark in the center space. Do not leave the space blank.

Do not spend more than a few seconds marking each scale. Work at a fairly rapid speed. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items we desire. On the other hand, please do not be careless, because we want your true impression. We have found you can work quicker if you form a picture in your mind of the idea or person mentioned, and after that check each scale rapidly.

Please mark the scales as you have been instructed.

COUNSELOR

good ___ ___ ___ ___ ___ ___ ___ bad

important ___ ___ ___ ___ ___ ___ ___ unimportant

excellent ___ ___ ___ ___ ___ ___ ___ poor

unnecessary ___ ___ ___ ___ ___ ___ ___ essential

necessary ___ ___ ___ ___ ___ ___ ___ unnecessary

inadequate ___ ___ ___ ___ ___ ___ ___ adequate

COUNSELOR ADVICE

good ____ ____ ____ ____ ____ ____ ____ bad

important ____ ____ ____ ____ ____ ____ ____ unimportant

excellent ____ ____ ____ ____ ____ ____ ____ poor

unnecessary ____ ____ ____ ____ ____ ____ ____ essential

necessary ____ ____ ____ ____ ____ ____ ____ unnecessary

inadequate ____ ____ ____ ____ ____ ____ ____ adequate

INDIVIDUAL COUNSELING

good ____ ____ ____ ____ ____ ____ ____ bad

important ____ ____ ____ ____ ____ ____ ____ unimportant

excellent ____ ____ ____ ____ ____ ____ ____ poor

unnecessary ____ ____ ____ ____ ____ ____ ____ essential

necessary ____ ____ ____ ____ ____ ____ ____ unnecessary

inadequate ____ ____ ____ ____ ____ ____ ____ adequate

SCHOOL TEACHER

good ___ ___ ___ ___ ___ ___ ___ bad

important ___ ___ ___ ___ ___ ___ ___ unimportant

excellent ___ ___ ___ ___ ___ ___ ___ poor

unnecessary ___ ___ ___ ___ ___ ___ ___ essential

necessary ___ ___ ___ ___ ___ ___ ___ unnecessary

inadequate ___ ___ ___ ___ ___ ___ ___ adequate

HIGH SCHOOL COURSE PLANNING

good ___ ___ ___ ___ ___ ___ ___ bad

important ___ ___ ___ ___ ___ ___ ___ unimportant

excellent ___ ___ ___ ___ ___ ___ ___ poor

unnecessary ___ ___ ___ ___ ___ ___ ___ essential

necessary ___ ___ ___ ___ ___ ___ ___ unnecessary

inadequate ___ ___ ___ ___ ___ ___ ___ adequate

IDEAL COUNSELOR

good ____ ____ ____ ____ ____ ____ ____ bad

important ____ ____ ____ ____ ____ ____ ____ unimportant

excellent ____ ____ ____ ____ ____ ____ ____ poor

unnecessary ____ ____ ____ ____ ____ ____ ____ essential

necessary ____ ____ ____ ____ ____ ____ ____ unnecessary

inadequate ____ ____ ____ ____ ____ ____ ____ adequate

OCCUPATIONAL PLANNING

good ____ ____ ____ ____ ____ ____ ____ bad

important ____ ____ ____ ____ ____ ____ ____ unimportant

excellent ____ ____ ____ ____ ____ ____ ____ poor

unnecessary ____ ____ ____ ____ ____ ____ ____ essential

necessary ____ ____ ____ ____ ____ ____ ____ unnecessary

inadequate ____ ____ ____ ____ ____ ____ ____ adequate

IDEAL TEACHER

good ____ ____ ____ ____ ____ ____ ____ bad

important ____ ____ ____ ____ ____ ____ ____ unimportant

excellent ____ ____ ____ ____ ____ ____ ____ poor

unnecessary ____ ____ ____ ____ ____ ____ ____ essential

necessary ____ ____ ____ ____ ____ ____ ____ unnecessary

inadequate ____ ____ ____ ____ ____ ____ ____ adequate

SECTION II

Please place a check (✓) in the blank across from the statement that applies to you.

1. Sex
   - a. male ____
   - b. female ____
2. Age as of last birthday
   - a. 10-15 years ____
   - b. 16-20 years ____
   - c. 20-25 years ____
3. Grade level in which I am presently enrolled
   - a. grade 10 ____
   - b. grade 11 ____
   - c. grade 12 ____
4. Religion
   - a. Protestant ____
   - b. Catholic ____
5. Occupation of main wage earner in my family is

   (Specify (______________________________)

SECTION III

Listed below are twelve statements which deal with current issues in education. Please indicate your reaction to these twelve issues by placing a check (✓) in the blank under the heading which best describes your personal feelings about the issues stated. If you strongly agree with the statement place a check under STRONGLY AGREE. If you agree somewhat with the statement place your check under AGREE. If you disagree somewhat with the statement place your check under DISAGREE. If you strongly disagree with the statement place your check under STRONGLY DISAGREE. Only one check should follow each statement.

Current Educational Issues

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Drug and alcohol education may be defined as education which attempts to provide available accurate information about drug and alcohol use and presents all sides of the question involving their use. As defined, all schools should make Drug and Alcohol education available to all students.	____	____	____	____
2. Family Life education may be defined as education which attempts to provide opportunities which will assist young people in				

		Strongly Agree	Agree	Disagree	Strongly Disagree
	clarifying their own value positions in relation to others and provides opportunities for them to make sound decisions regarding their personal lives. As defined, all schools should make Family Life education available to all students.	____	____	____	____
3.	All schools should make traditional religious education (e.g. bible reading, group prayer) available to all students.	____	____	____	____
4.	Discipline in the schools should be less strict.	____	____	____	____
5.	More emphasis should be placed on the 3R's - a basic mastery of skills and subject matter.	____	____	____	____
6.	There should be a standardized curriculum for all Alberta schools.	____	____	____	____
7.	School attendance should be more strictly enforced.	____	____	____	____

	Strongly Agree	Agree	Disagree	Strongly Disagree
8. More money should be spent in schools for experimentation in areas such as team teaching, open area schools and teacher aides.	________	____	________	________
9. Students with physical, emotional, or learning disabilities should be kept in an ordinary classroom with standard curriculum and be encouraged to compete as they will have to do in later life.	________	____	________	________
10. When some children do poorly in school the chief blame should be placed on the school.	________	____	________	________
11. Education should be more concerned with meeting needs of individuals rather than focusing on course content.	________	____	________	________
12. All courses and textbooks in schools should have more Canadian content.	________	____	________	________

SECTION IV

Indicate your extent of agreement or disagreement with the following items by assigning a score for each item ranging from +3 to -3. Depending on the extent of your agreement, you will assign either +1 (least), +2 or +3 (most). Depending on the extent of your disagreement you will assign either -1 (least), -2 or -3 (most). Do not assign any item a score of 0.

Please assign a score for all items.

.........1. The primary purpose of higher education should be individual growth and development.

.........2. Canadians are too materialistic.

.........3. It is important for Canadians to understand communism.

.........4. Intellectuals should try to be more like normal folks.

.........5. Most deep thinkers are too liberal.

.........6. Too many gifted people have communistic tendencies.

.........7. Intellectuals get along well with most people.

.........8. Ideas are all right, but it's getting the job done that counts.

.........9. Too many ideas come from radicals and trouble makers.

.......10. Colleges and schools should spend more time getting students ready for jobs and less time filling them with useless information.

.......11. People with new ideas are usually radicals who are trying to cause trouble.

.......12. The greatest contributions to civilization have been made by practical men.

.......13. Too few college students are intellectually inclined.

.......14. Philosophy is a very valuable study.

.......15. Nations are built by hard work, not abstract ideas.

.......16. Intellectuals should be given more say in politics and government.

.......17. People should study many religions before making a choice.

.......18. Poetry and art have made many real contributions to civilization.

.......19. Bookworms are usually dull people.

.......20. Being a philosophy major tends to separate one from reality.

.......21. If high-brow thinkers would leave well enough alone, we would all be better off.

.......22. Thinkers are more important today than doers.

.......23. In today's society we need thinkers more than trained personnel.

.......24. If I were going to see a play, I would prefer a serious drama to a musical or light comedy.

.......25. A person who goes to a concert is enriching his life.

.......26. Music and art courses are usually a waste of time.

.......27. Most intellectuals are snobs.

.......28. Colleges should concentrate more on the humanities and less on specialization.

.......29. If I had money, I would rather take a trip to Europe than buy a car.

.......30. Artists should go back to painting things as they really are.

SECTION V

After reading the following statements fill in the first two spaces or blank lines, which follow each statement, as to whether you feel that this function should or should not be a part of the counseling program of your high school.

Then fill in the third and fourth blanks, which follow each statement, as to whether you feel the counseling program in your high school does or does not perform this function. If you do not know whether or not the function is performed by the counseling program in your high school check the fifth blank, don't know.

EXAMPLE -

	should	should not	does	does not	don't know
0. take part in hall supervision	✓			✓	

These responses indicate that you feel counselors should perform this function but do not.

Each function should be followed by two checks.

	should	should not	does	does not	don't know
1. disciplining students	______	______	____	____	_____
2. advising students in scheduling their classes	______	______	____	____	_____
3. administering and interpreting standardized tests	______	______	____	____	_____
4. conferring with teachers in regard to problems of students	______	______	____	____	_____
5. providing counseling to students on an individual one-to-one basis	______	______	____	____	_____
6. referring students td psychological agencies	______	______	____	____	_____
7. counseling with parents of students	______	______	____	____	_____
8. recording and checking attendance	______	______	____	____	_____
9. assisting students in vocational planning	______	______	____	____	_____
10. identifying, recording, and if necessary, limiting the extent of pupil participation in extracurricular activities	______	______	____	____	_____

	should	should not	does	does not	don't know
11. assisting students in locating and enrolling in appropriate post-high educational institutions	______	______	____	____	____
12. providing educational and occupational information	______	______	____	____	____
13. counseling with students with regard to family problems	______	______	____	____	____
14. counseling with students with regard to emotional problems	______	______	____	____	____
15. counseling with students regarding sexual or social problems	______	______	____	____	____
16. counseling with students regarding drug or alcohol problems	______	______	____	____	____
17. serving as a referral agent for the teacher when the student's problem is beyond the teacher's training or scope	______	______	____	____	____
18. developing guidance skills of teachers	______	______	____	____	____
19. provide group counseling for students	______	______	____	____	____

		should	should not	does	does not	don't know
20.	acting as the first level of referral for failing students	____	____	____	____	____
21.	taking classes of absent teachers	____	____	____	____	____
22.	furnishing a review of student interviews to the teacher who made the referral	____	____	____	____	____
23.	conducting periodic follow-up studies of the school's former pupils (graduates and drop-outs)	____	____	____	____	____
24.	assisting students in finding part-time jobs	____	____	____	____	____
25.	teaching academic classes in addition to being counselor	____	____	____	____	____
26.	serving as resource persons to teachers and principals on ability grouping	____	____	____	____	____
27.	providing teachers with class and/or school norms for test results	____	____	____	____	____

		should	should not	does	does not	don't know
28.	taking part in administrative duties other than those of the guidance program	_____	_____	____	____	_____
29.	coordinating field trips	_____	_____	____	____	____
30.	providing an orientation program for new students	_____	_____	____	____	_____

SECTION VI

Please answer the following questions by placing a check (✓) in the blank across from the statement that best applies to you.

1. The number of years a school nurse has been available in the high school I attend.

   a. 0 - 5 years ______
   b. 6 - 10 years ______
   c. over 10 years ______
   d. I don't know ______
   e. I did not know there was a nurse available. ______

2. The number of years specialists such as a reading specialist, a speech therapist, and a school psychologist have been available in the high school I attend.

   a. 0 - 5 years ______
   b. 6 - 10 years ______
   c. over 10 years ______
   d. I don't know ______
   e. I did not know there were such special services available. ______

3. The number of years the guidance program has existed in the high school I attend.

   a. 0 - 5 years ______
   b. 6 - 10 years ______
   c. over 10 years ______
   d. I don't know ______
   e. I did not know a guidance program existed ______

4. The guidance program in the high school I attend has been explained to me by

    a. a teacher ______

    b. a counselor ______

    c. the principal ______

    d. a special meeting for students to explain the guidance program ______

    e. no one ______

5. The number of times in this term I have been in social contact with a high school counselor.

    a. 0 times ______

    b. 1 - 5 times ______

    c. 6 - 10 times ______

    d. 11 - 15 times ______

    e. over 15 times ______

6. The number of times in this term I have been in contact with a high school counselor for purposes of discussing school progress or personal problems is

    a. 0 times ______

    b. 1 - 5 times ______

    c. 6 - 10 times ______

    d. 11 - 15 times ______

    e. over 15 times ______

(COMPLETE QUESTION 7 ONLY IF YOUR ANSWER TO QUESTION 6 WAS a.)

7. I have not been in contact with a high school counselor because

a. there has been no need ______

b. I could not get in contact with the counselor ______

c. I would feel uncomfortable talking to a counselor ______

d. Other (Specify ______________________)

(COMPLETE QUESTION 8 ONLY IF YOUR ANSWER TO QUESTION 6 WAS b, c, or d.)

8. When I have been in contact with the high school counselor to discuss my progress or problems

a. Most of the time the counselor contacted me ______

b. Most of the time I contacted the counselor ______

APPENDIX B

COVERING LETTERS ACCOMPANYING SURVEY QUESTIONNAIRES ADMINISTERED TO SCHOOL TRUSTEES, ADMINISTRATORS, COUNSELORS, TEACHERS, STUDENTS, AND PARENTS

12220 Aspen Drive West
Edmonton, Alberta

Dear School Trustee:

The accompanying questionnaire deals with a study that I am conducting as a graduate student in Educational Psychology, University of Alberta. This study, under the supervision of Dr. H. Zingle, is required for the completion of my dissertation in the Ph.D. program.

This study is an attempt to describe some of the attitudes held by various groups toward the counseling and guidance programs in high schools.

The success of this study depends upon the cooperation of people such as you. I would be grateful if you would assist me in this research by completing the enclosed questionnaire at your earliest convenience.

Your name is not required since the information will not deal with individual cases. Please do not consult with anyone when completing the questionnaire as your opinion is more important than right or wrong answers.

If you wish to obtain a report of the findings of this research please send me your name and address in a separate letter.

Thank you for your cooperation.

Sincerely,

Barbara Massey

(Mrs.) Barbara Massey

12220 Aspen Drive West
Edmonton, Alberta

Dear Administrator:

The accompanying questionnaire deals with a study that I am conducting as a graduate student in Educational Psychology, University of Alberta. This study, under the supervision of Dr. J. Paterson, is required for the completion of my dissertation in the Ph.D. program.

This study is an attempt to describe some of the attitudes held by various groups toward the counseling and guidance programs in high schools.

The success of this study depends upon the cooperation of people such as you. I would be grateful if you would assist me in this research by completing the enclosed questionnaire at your earliest convenience.

Your name is not required since the information will not deal with individual cases. Please do not consult with anyone when completing the questionnaire as your opinion is more important than right or wrong answers.

Each participating school will receive a copy of the results.

Thank you for your cooperation.

Sincerely,

Barbara Massey

(Mrs.) Barbara Massey

12220 Aspen Drive West
Edmonton, Alberta

Dear Counselor:

The accompanying questionnaire deals with a study that I am conducting as a graduate student in Educational Psychology, University of Alberta. This study, under the supervision of Dr. J. Paterson, is required for the completion of my dissertation in the Ph.D. program.

This study is an attempt to describe some of the attitudes held by various groups toward the counseling and guidance programs in high schools.

The success of this study depends upon the cooperation of people such as you. I would be grateful if you would assist me in this research by completing the enclosed questionnaire at your earliest convenience.

Your name is not required since the information will not deal with individual cases. Please do not consult with anyone when completing the questionnaire as your opinion is more important than right or wrong answers.

Each participating school will receive a copy of the results.

Thank you for your cooperation.

Sincerely,

Barbara Massey

(Mrs.) Barbara Massey

12220 Aspen Drive West
Edmonton, Alberta

Dear Teacher:

The accompanying questionnaire deals with a study that I am conducting as a graduate student in Educational Psychology, University of Alberta. This study, under the supervision of Dr. J. Paterson, is required for the completion of my dissertation in the Ph.D. program.

This study is an attempt to describe some of the attitudes held by various groups toward the counseling and guidance programs in high schools.

The success of this study depends upon the cooperation of people such as you. I would be grateful if you would assist me in this research by completing the enclosed questionnaire at your earliest convenience.

Your name is not required since the information will not deal with individual cases. Please do not consult with anyone when completing the questionnaire as your opinion is more important than right or wrong answers.

Each participating school will receive a copy of the results.

Thank you for your cooperation.

Sincerely,

Barbara Massey

(Mrs.) Barbara Massey

12220 Aspen Drive West
Edmonton, Alberta

Dear Student:

The accompanying questionnaire deals with a study that I am conducting as a graduate student in Educational Psychology, University of Alberta. This study, under the supervision of Dr. J. Paterson, is required for the completion of my dissertation in the Ph.D. program.

This study is an attempt to describe some of the attitudes held by various groups toward the counseling and guidance programs in high schools.

The success of this study depends upon the cooperation of people such as you. I would be grateful if you would assist me in this research by completing the enclosed questionnaire at your earliest convenience.

Your name is not required since the information will not deal with individual cases. Please do not consult with anyone when completing the questionnaire as your opinion is more important than right or wrong answers.

Thank you for your cooperation.

Sincerely,

Barbara Massey

(Mrs) Barbara Massey

12220 Aspen Drive West
Edmonton, Alberta

Dear Parents:

The accompanying questionnaires deal with a study that I am conducting as a graduate student in Educational Psychology, University of Alberta. This study, under the supervision of Dr.J.G.Paterson, is required for the completion of my dissertation in the Ph.D. program.

This study is an attempt to describe some of the attitudes held by various groups toward the counseling and guidance programs in high schools. A very important and major portion of the sample of people composing the study includes students and their parents.

The success of this study depends upon the cooperation of people such as you. It is your decision as to whether or not you and your child become involved in the completion of the enclosed questionnaires. I sincerely hope, however, that after you have read the questionnaires you and your child will complete them at home and return them at your earliest convenience.

Your name is not required since the information will not deal with individual cases. Please do not consult with anyone when completing the questionnaire as your opinion is more important than right or wrong answers.

If you wish to obtain a report of the findings of this research, please send me your name and address in a separate letter.

Thank you for your cooperation.

Sincerely,

Barbara Massey

(Mrs.) Barbara Massey